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ABSTRACT

The United Scholarship Service, Inc., a private non-profit organization, provides funds and programs for American Indians and Mexican American youth at the secondary and college level. This annual report includes a brief history of the organization, followed by a description of activities which the organization engaged in during 1969: (1) the Talent Search Program, funded by the U.S. Office of Education; (2) scholarship programs, including the Organization of Native American Students, funded by private and Federal sources; and (3) the Summer Student Project, funded by private and Federal sources. A roster of students receiving financial aid and an income statement for 1969 are included. (LS)

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ANNUAL REPORT

of

the

UNITED SCHOLARSHIP SERVICE, Inc.

1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GOALS:

To affect the quality and quantity of educational opportunities available to American Indian and Mexican American young people;

To offer educational counseling, placement in educational programs, and financial assistance;

To support student, parent, or community groups seeking a voice in the education of their young people.

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". . . I know my race must change. We cannot hold our own with the white man as we are. We only ask to be recognized as men. We ask that the same law shall work alike on all men.

"Let me be a free man -- free to travel, free to stop, free to work, free to trade, free to choose my own teachers, free to follow the religion of my fathers, free to think;and talk and act for myself -- and I will obey every law, or submit to the penalty. . . ."

Chief Joseph, Nez Perce Tribe
1879

FROM THE CHAIRMAN

Schools for American Indian and Mexican American communities have traditionally been a "commodity" doled out to communities much as food "commodities" are distributed. All educational planning is done by the Federal government, the State, or the church, and the "consumer" has no role. Participation is not in the handbook. Lacking any real local involvement in the educational system, most such communities have no tradition of formal education. Only a few atypical students get as far through the system as the college level, and even fewer graduate. To make significant progress in the education of American Indian and Mexican American young people we must challenge the educational institutions serving these communities to allow for self-determination, and we must give every possible support to those groups who are seeking a voice in their own or their children's education.

It is not easy work. Our staff in Denver and in the field act as the student's advocate in a number of ways: in gaining admission to college, in securing financial aid from the colleges and other sources of aid for which they qualify, in sustaining the student through his educational program after he is in school, and in working with schools and other institutions to ensure proper attention to individual and group educational needs. This requires us to challenge the restrictive requirements set by many schools and colleges, to ensure that the student who might be looked at as "deviant" (for lack of a high school diploma or because of a jail record) be given the same opportunities as others.

In this past year we have maintained the scholarship and grant programs on the secondary, undergraduate, and graduate levels. Through the Talent Search Program, resident local staff have worked in four areas of the country. In addition we have supported community groups and organizations who are developing educational programs through providing consultant, technical assistance or with a small grant. Most exciting of all were the student action-research projects in Indian communities this summer.

It is all just a beginning and the real work is only now starting. As this year ends we will have completed ten years of work. We have assessed this decade not by how it has benefitted United Scholarship Service but how it has answered the needs of students and their communities.

Although we will in the coming years maintain scholarship and grant programs, we will be developing and sponsoring more student and community action programs in education. The chore as we are defining it in our every day work is to create new institutions that respect and reflect the life of the community, whether that be Indian, Mexican, black or white. This requires us to think not only about the next five and ten years but also about the year 2000 and about the total community.

Robert V. Dumont, Jr.

Chairman, Board of Directors
United Scholarship Service, Inc.

December, 1969

PROLOGUE

United Scholarship Service, Inc. is now in its tenth year. It was established in 1960, with one staff member, as a way of combining and increasing the effectiveness, with a western base of operation, of three small college scholarship programs: of the United Church of Christ, the Protestant Episcopal Church, and the Assocation on American Indian Affairs. All of these programs were for the benefit of American Indian and Mexican-American students, with emphasis on assistance to Indian youth.

Since those early times, United Scholarship Service has grown, hired and trained new staff members, some of whom have gone on to play other roles in national Indian affairs, and broadened the services offered to Indian and Mexican-American youth. In 1964 the Association on American Indian Affairs withdrew as a sponsoring organization, and its place was taken by the National Indian Youth Council, a less affluent group but one representing the new generation of Indian young people.

At first United Scholarship Service operated functionally as a part of the Board for Homeland Ministries of the United Church of Christ. As more staff were added and experience was gained, a separate bank account and payroll were set up in Denver for the budding organization, and the agency became fiscally and programatically more and more independent of the sponsoring organizations. The process was aided and encouraged by the sponsors, who recognized the need for a national, Indian educational agency. In December, 1968, the last step was taken as United Scholarship Service became fully independent of its former sponsoring organizations, with a new board representing directly the interests of the Indian and Mexican-American communities. The former sponsors remained supportive of United Scholarship Service, have continued financial support to our program, and have stayed in close communication with United Scholarship Service staff.

This annual report -- for the calendar year 1969 -- covers parts of two school years and the first full year in which United Scholarship Service has operated as a fully independent agency.

UNITED SCHOLARSHIP SERVICE ACTIVITIES, 1969

TALENT SEARCH PROGRAM

During the past year United Scholarship Service expanded its program with the addition of local community workers, funded through a contract with the Talent Search Program of the U. S. Office of Education. The Talent Search workers are located in Harlem, Montana (serving the Rocky Boy and Fort Belknap Indian reservations and Great Falls, Montana); Denver, Colorado; Rapid City, South Dakota; and Chicago, Illinois.

All of the Talent Search workers seek out young people from low income families who have the ability to do college work but need counselling and help in finding financial aid to enable them to go to college. High school dropouts and students with records of juvenile delinquency, as well as high school graduates, are helped by the field workers. Not only do workers assist young people in meeting the standard requirements of schools and college, but they also serve as advocates of the American Indian and Mexican American young people with these institutions, in an effort to make the institutions more responsive to the needs of young people. In addition they work with and support student, parent or citizens groups striving to improve the local educational system, with the goal that eventually higher education will be a realistic objective for the great majority of the community's young people.

The Talent Search worker in Denver spent much of her time this summer in activities supportive of the Colorado University Denver Center chapter of

U. M. A. S. (United Mexican American Students). The chapter had demanded $100,000 of the Catholic archdiocese to be used for scholarships for Mexican American students at CUDC. Their request was denied abruptly and without genuine consideration of their proposal, many felt. Our worker was instrumental in calling an Ad Hoc Committee of Mexican American citizens representing as broad a spectrum of opinion as possible, to stimulate community support for the proposal. Here is her account of the meeting:

> I attended the Ad Hoc Committee meeting on Concerned Chicano Citizens for Education, as we called it. There were about 40 people altogether who attended. We had a very good turnout and good representation from every group invited . . . .
>
> The meeting was chaired by R. G., UMAS Chairman, who presented the background information concerning the UMAS appeal to the Church for funds. In setting the scene for a discussion, each person was asked to voice his opinion of what had been related. From this, a concensus of opinion was formed and the group was then able to begin talking in terms of some plans of action which could be taken for followup to garner community support. It was decided by the group to form a committee which would get together for the actual writing of the proposal and this proposal would be submitted to the Archbishop's committee when it met the following Monday evening. Another committee was selected to draft a flyer which would be used in the following Sunday's distribution of flyers at the Cathedral Demonstration, which the group seemed to endorse and there were some additional volunteers for participating in the demonstration. It was also pointed out that an Intercollegiate Council of Chicano students (statewide representation) would be meeting and the idea of the proposal would be submitted to them for possible supportive action . . . . A number of other suggestions were offered and probably will be used at a later date.
>
> Meeting adjourned near 10:00 p. m. with the decision that the group would meet again after the presentation of the proposal to the Archbishop's committee.

Meanwhile the Denver Talent Search Program staff assisted the UMAS students with a more limited recruitment program which they were already carrying on, with scholarship assistance from the University:

Since this was the final week for UMAS applications, I made arrangements to follow up on each one of the students whose application we had assisted in referring to CU-UMAS program. For any student whose papers were not complete, I ran down the necessary papers and turned them in to UMAS. A. P. needed a transcript. She had already done this, so I called UMAS to have them check with the Admissions Office, as they should have had the transcript since North High had sent it. I called J. V. who needed the Affadavit of Non-Support. I checked records and called him at work to let him know that UMAS was expecting him to get in there today to sign the necessary forms. S. C. and G. G. needed transcripts. G's transcript got lost in the shuffle by being sent to Boulder instead of Denver, so it seemed easier to get a new one than to hunt up the old one. I picked up permission slips at UMAS and drove to Thornton to see C.G. and S.L. to have the slips signed I then drove to Mapleton High School to pick up the transcripts. I took them to the UMAS office Denver Center, and checked one by one to see that each of our referrals' paper work was complete. It appeared that there may be a few papers needed and they gave me a day or so to run down any missing items.

Photo by Ed Eckstein

The Talent Search worker in Harlem (whose work takes him to many parts of northern Montana) writes in a long report summarizing almost a year's work:

> Sometimes the loneliness is overwhelming. Having a base, but drifting between projects, "doing all the digging that is necessary." Wondering if what you are doing is right. The annoying night that I was talking about. The frustrations of having an appointment, driving a hundred miles, and then having nobody show up. Or sitting down explaining in detail about something, only to have them twist it into something else the minute you walk out. Having to do it all over again. Then when you turn in a travel voucher, you think, "I just know somebody is going to complain." A person thinks, "I know the distances involved, but will they understand"?

Then he admits that he has been able to accomplish a certain amount:

> I was able to set up extension courses on Rocky Boy and Fort Belknap. The one on Fort Belknap bogged down to some extent in that they were not able to start the spring quarter. However, Rocky Boy was able to complete both the winter and spring quarters with eleven completing each quarter . . . .
>
> Because Rocky Boy isn't that far from Northern Montana College they doubled up on their classes. This accounted for their completing their classes so fast. They are only 37 miles from Havre whereas Fort Belknap and Hays are 95 miles away.

I feel very strongly about this particular program. I believe that if given enough encouragement and support these people will complete their educations, or at least go far enough to qualify for some of the jobs that outside people are imported to fill in the BIA (Bureau of Indian Affairs) and USPHS (U. S. Public Health Service). An example of this interest is that two of these people from Lodge Pole that attended the extension courses are enrolled in the summer quarter at Northern Montana College. Both of these women are married and have children. I think that these extension courses stimulated their interest for something better . . . . These two are driving 180 miles round trip, five days a week. I believe that more will go next year . . . .

Since the starting of the winter quarter 1969 we have helped a total of 15 students with some type of financial aid. Ten students received financial aid to attend three colleges with the state. These colleges were: Northern Montana in Havre, College of Great Falls in Great Falls, and the University of Montana in Missoula. . . .

(Five) students ... were helped at the elementary and secondary levels . . . .

In working with elementary and secondary students, our Montana worker discovered a vicious cycle operating in the lives of many Indian children, particularly in the Havre area. Indian students agree that a great deal of open and subtle discrimination is practiced against Indian students in the Havre schools. The majority of Indian students drop out before graduation from high school, often before the legal age for leaving school. All of the elementary and secondary age students with whom the Talent Search staff person worked had dropped out of school; some had subsequently been involved in minor juvenile delinquency and others had not, but all of them had been sentenced in court to the state reformatory unless a suitable school placement could be found for them immediately. The placements our worker was able to make were usually makeshift and unsatisfactory. It was obvious that, by the time students reached this point, they were psychologically prepared to go to the reformatory where many of their friends and older brothers and sisters had already been sent, and they almost resented any attempt to change the direction of their lives. Our Talent Search staff working with a group of concerned Indian citizens to establish a boarding home for these young people in Box Elder, where they would be able to go to a predominantly Indian high school and could receive supportive services. Only the purchase price of the old hotel which would house the students is needed; arrangements have been made which would cover all other costs of the home.

Photo by Orlando Cabanban

From the Talent Search worker in Rapid City, South Dakota, here is a flavor of her community efforts:

July 12 at 11:30 p. m. I got a call from W. B. from the Rosebud Reservation.

W. B. : "Muriel, could you help me? My daughter is in jail there."

I said, "Right away." I got dressed and went to the city jail. I asked for F. B.

Police: "She is at the county jail." I went to the county jail; the matron was co-operative - she called a probation officer Mrs. K. M. and told her I was there to take F. B. home with me. She (Mrs. M.) told the matron she couldn't release her. I said, "Ask why." K. M. said she had to have permission from Mr. W. F.

I came home; the next day was Sunday. I called Mr. F. early, he said, "I'm sorry F. had to spend the night in jail." I said, "I am more sorry than you will ever be. I want a direct line open."

He then called the jail and told them I was taking her home with me, that he was releasing her to me.

I called a VISTA to go with me for a witness.

The minute we stepped foot in that office, the caretaker said, "What do you want?" I said, "I came for F.B." He said, "You can't take her;" his wife quickly said, "Oh yes she can; Mr. F. called and said she could."

While his wife was looking for the key and F's purse, the man caretaker said, "Well, there will be 24 who won't dance today" (this was the last day of the Pow Wow). I said, "Do you mean to tell me that you have 24 Indians here in jail?" He said, "I didn't say that."

I then said, "The reason I said this is because of your remark," and I repeated slowly, "Well, there will be 24 who won't dance today."

He then got upset and said, "We have Negroes, whites, Indians, all 24, do you want them?" He got up from his chair and came to me with his fist clenched and said, "Do you know what I could do to you?" I said, "Is this a threat?"

By then the wife came and took him away, then F. B. walked in with a broom and dust pan full of dirt and said, "Where do I put this?"

So she really wasn't looking for a key, but waiting for F. to get through cleaning. . . .

I took F. B. to see Mrs. K. M. She talked to F. B. first; then I wanted to talk to her.

I asked why she didn't release F. B. to me. Why did she let her stay in that dirty jail? I told her, "You did not notify her folks." She said, "She's from the reservation; I didn't know where to find her folks."

I said, "You, Mrs. M., as a probation officer, should know reservations do have police, even a superintendent. Do I have to ask for a direct line to the head probation officer, Mr. F., because you just don't want to disturb him? Or is it because she is an Indian?"

She did drop all charges. I said, "Nothing on her record?" She said, "Yes, nothing on her record." I thanked her and told her she would see a lot of me, and I would appreciate it very much if she would call me if she needed any help . . . .

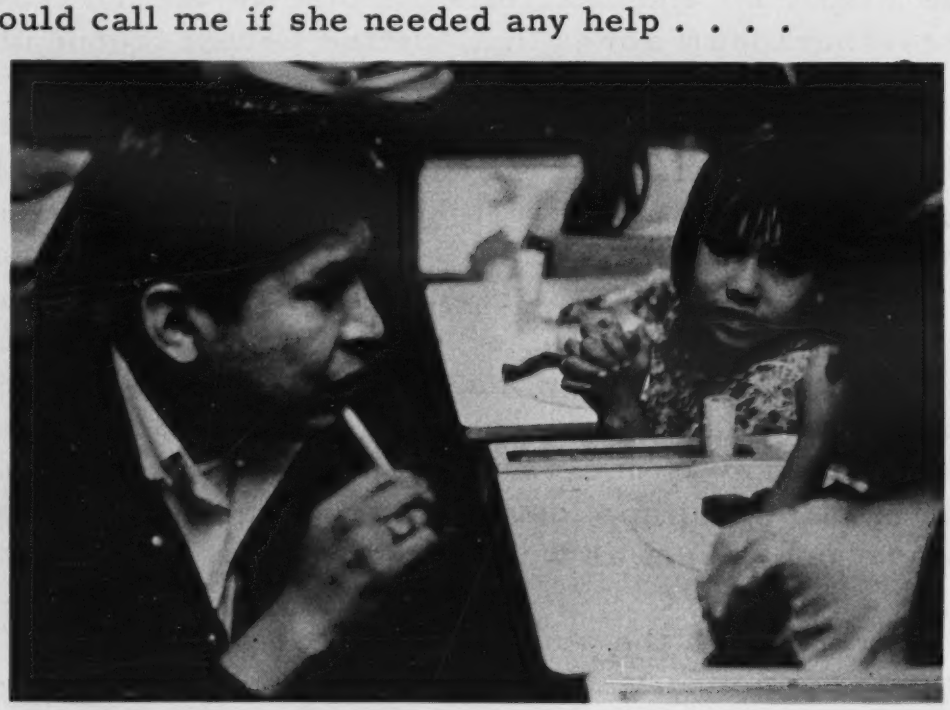

Photo by
Orlando Cabanban

The current Talent Search worker in Chicago has been there only a few months at this writing. She works out of the American Indian Center, a natural gathering place for Chicago Indians of all ages. She writes of systematic efforts to

reach Indian young people, who tend to "get lost" in the impersonal big city school system and are difficult even to locate if they do not use the Center regularly:

> .... The main focus of my work has been the high school seniors in the different high schools. In our attempt to get a list of all high school seniors, we have visited high school counselors and teachers. Many times the counselors are unfamiliar with the teachers (who know their students), therefore not being of too much help to us. Another difficulty has been that students are not listed by their race. We have asked students in the school system, that we know, to help us draw up a list of seniors. The same people that we ask to help us, we talked to about having or forming some kind of organization in the school itself to pull the Indian students together. I know this sounds pretty elementary, but maybe organizations like that will help students get started working together.
>
> Another phase of my work has been following up on a lot of the students that "the former Talent Search worker" was working with last summer. Many of the students have contacted us in regard to financial aid.... Some of the students that worked with W. have contacted us again to be placed in some school. This bothers me a little bit and also tells me that we are not reaching any students other than the ones that use the Center frequently....
>
> A number of the students that we have talked to that have dropped out of school are interested in going away to a boarding school. Many have expressed an interest in attending the Institute of American Indian Art in Santa Fe . . . . One thing that I learned about each student that I have worked with is that, if they want to go away to school, they are either in trouble, having problems with the folks, or hate the city and the schools. However, too many times I have talked with parents and I find they want to send their children away because they don't want to be bothered with them. In filling out applications, I try to make sure that we talk to at least one parent as well as the student.
>
> Along with working with the students, we have gone to court with the ones that need help. Many of the cases have been continued. We have gotten acquainted with a few of the Juvenile Officers and we do have contact with them in working with them whenever a student gets in trouble....

We have had contact with colleges in the Chicago area..., the following schools have room, a good number, and are actively recruiting....

Other than just working with high school students, I have spent some time talking and working with the grade school kids, making home visits and visiting the grade school teachers and truant officers....

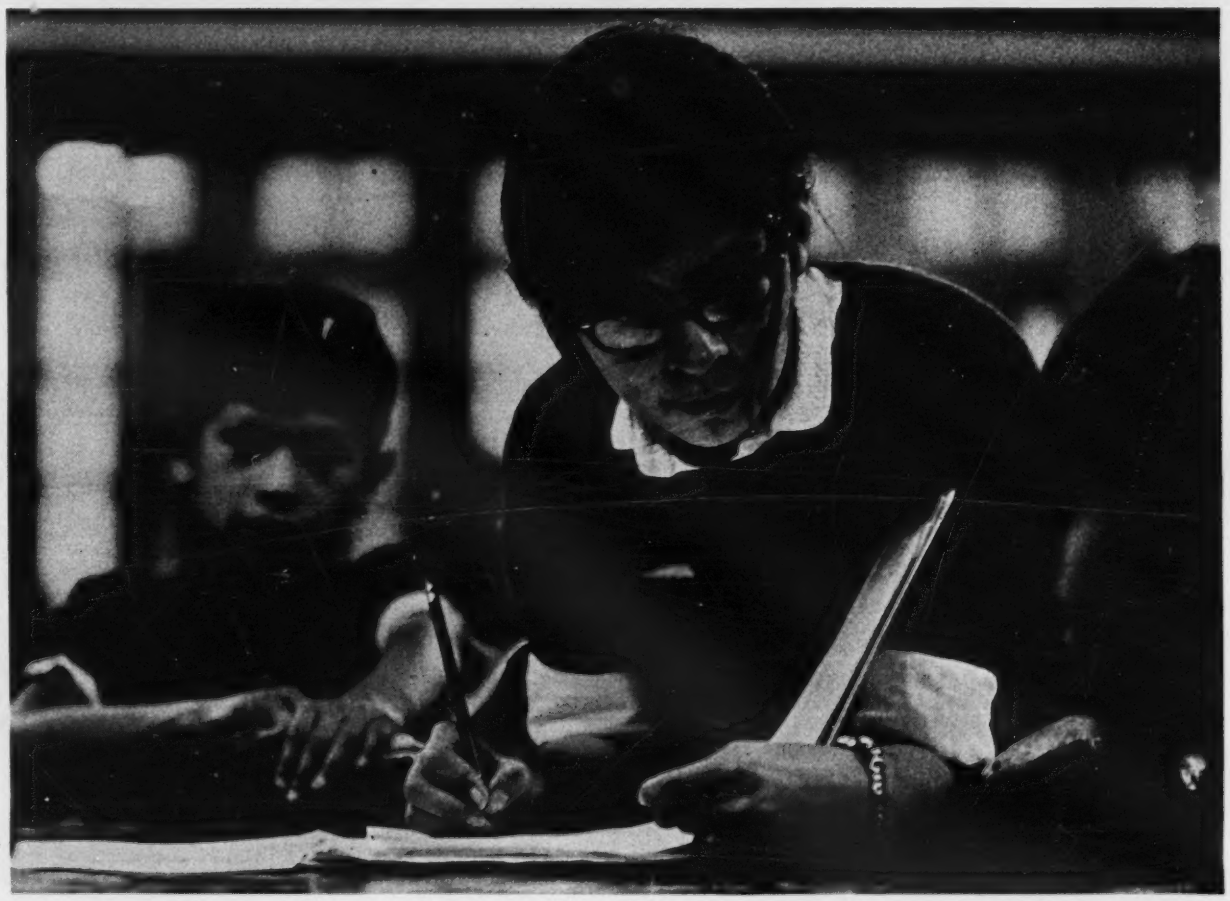

Photo by Orlando Cabanban

SCHOLARSHIP PROGRAMS

United Scholarship Service, Inc. administers three grant programs -- for secondary, undergraduate college, and graduate school students -- on a total grant budget of $105,000.00. This does not include supportive services to students -- student emergency funds, the cost of bringing students' families to attend secondary school graduation, or the United Scholarship Service newsletter.

Because the U. S. S. scholarship budget is small and most of the students who apply to us have low incomes, many of them "total need," we must depend on other funding agencies to meet the major part of our applicants' needs. When a student first inquires about aid, we endeavor in our answer to inform him of other sources of aid for which we believe he may be eligible and urge upon him the importance of applying for aid with all possible sources. We try to make it clear to the student that we stand ready to assist him in his approaches to other funding agencies. This multiple-funding approach occasionally makes for misunderstanding, with a student interpreting our response as lack of interest. American Indian students, particularly, have traditionally relied on the Bureau of Indian Affairs college grant program, in which little or no effort is made to help students find other assistance if B.I.A. funds do not stretch to cover all qualified applicants.

Actually, even with the recent cutback in Federal grant funds, there are a variety of Federal programs to benefit the low-income college student. The student who knows about these programs and applies for aid ahead of the deadlines should have little difficulty receiving assistance. Often U.S.S. will make a small supplementary grant to a student whose aid applications have been submitted late, in order to stimulate the college financial aid officer to make a special effort to find a major part of the student's aid "package" elsewhere. U.S.S. grants can be used to "match" Federal funds in such programs as E.O.G. (Educational Opportunities Grants), Work-Study, and N. D. E. A. (National Defense Educational Act).

While the same principles apply in all three grant programs, there are fewer major funding sources for secondary and graduate programs, so that in these programs it has been necessary to fund fewer students, with larger average grants, in order to make sure our applicants' total needs are met. In the secondary school placement program, the independent school is usually the only major source of scholarship funds other than U. S. S. We work cooperatively with A. B. C. - I. S. T. S. P. (A Better Chance), a program which places large numbers of low-income students in independent secondary schools and has arranged prior commitments from these schools to accept and fund a certain number of A. B. C. students.

The student rosters for 1968-69 and 1969-70 to date are printed at the end of this report at Appendix I. In addition there are other statistics concerning our grant programs which may be of emphasis. We emphasize that these charts deal only with students' scholarship applications and do not reflect all the students who received counseling and placement.

SECONDARY PROGRAM	1968-69	1969-70
Number of applications received		32
Number of new students aided	15	18
Total number secondary students aided	46	45
Total U. S. S. grant expenditures	$ 35,453.05	$16,113.65
Estimated total grant and loans	$143,809.09	$76,636.15
From U. S. S.	$ 35,453.05 (24%)	$16,113.65 (21%)
From School Grants	75,058.68 (est.) (52%)	49,500.00 (65%)
From Federal Govt. (Office of Economic Opportunity)	24,950.00 (17%)	6,975.00 (9%)
From other sources	9,347.36 (est.) (7%)	4,047.50 (est.) (5%)

COLLEGE PROGRAM	1968-69	First-half of 1969-70
Number of applications received	316	212
Number of students fully funded with USS staff help through non-USS sources	45	47
Number of USS grantees	150	115
Total USS grant expenditures	$ 44,068.00	$ 20,227.24
Total non-USS aid	$162,636.00	$163,451.00
Indians	85	78
Mexican-Americans	65	37
Freshmen	75	55
Sophomores	28	27
Juniors	28	18
Seniors	19	9
Unknown		6

GRADUATE PROGRAM*	1968-69
Number of applications received	40
Number of new students aided	14
Total number graduate students aided	24
Total U. S. S. grant expenditures	$20,950.00
Estimated total grants and loans	$81,595.50
From U. S. S.	$20,950.00
From College Grants	21,920.00
From Federal Govt.	13,090.00
From other sources	25,635.50

*Incomplete for 1969-70

Processing this number of applications, with adequate attention to each student, is a major job for limited staff. There is only one college counsellor, with one secretary; the secondary program is administered on a part-time basis by the Associate Director; and the graduate program by the Executive Director. It has been frustrating to have the bulk of communication with our students through correspondence, with little opportunity for personal visits to schools or homes.

ORGANIZATION OF NATIVE AMERICAN STUDENTS

Because most of our secondary students have of necessity been placed in secondary schools in New England, far from home, United Scholarship Service has made special effort to visit each student at school at least once a year and has sponsored an annual Thanksgiving conference for our students on the east coast. As the students came to know one another, they felt the need for more frequent gatherings, mutual support, and a group which would express their concerns as Indian students. They formed the Organization of Native American Students (O.N.A.S.), using the Thanksgiving Conference in 1968 as an organization meeting.

Since then O.N.A.S. has sponsored a spring conference in Washington in May, 1969, and in 1969 took over full responsibility for the annual Thanksgiving conference. Communication among the students has soared, partly as a result of a quarterly newsletter O. N. A. S. publishes. O.N.A.S. has enunciated a policy that the pressures on a single Indian student in an independent school are too great for most young people to bear and that any school seriously interested in Indian participation should commit itself to accepting a minimum of two Indian students per year, with an eventual goal of six or more Indian students on campus.

U. S. S. has cooperated with O. N. A. S. in implementing this policy, refusing to place Indian students in schools where they would be the "only one."

ROBERT F. KENNEDY MEMORIAL FELLOW

With the addition of a Robert F. Kennedy Memorial Fellow to our staff for the 1969-70 academic year, U.S.S. is now in a position to work more closely with American Indian college students on campuses in the west and around the nation. The Kennedy Fellow, Duane Bird Bear, will be meeting with college groups, providing support for student-initiated programs, including Indian Studies. Such personal support to college groups seems particularly important in the case of American Indian students, who are often on rural, isolated campuses in the western part of the country, where the dynamism of the "student movement" has not yet penetrated.

One of the Fellow's first assignments was to visit and work with a reservation community in South Dakota, where there is a group working for a community school under Indian control. Some of his observations on the visit follow:

> .... Crow Creek Reservation, South Dakota is on the Missouri River. Like similar Indian communities, the people have traditionally lived along the Missouri River bottomland. However, the Army Corps of Engineers decided that the original land that Fort Thompson was situated on was the ideal spot to build a dam. Subsequently, surveyors surveyed, decision makers decided, the builders built, and waters rose....
>
> The land reminds me of my home. Rolling hills, yellow grass, and wide expanse of sky--all these things are similar. Except here there are very few trees. It is a land of extremes: hot in the summer, frigid in the winter. As you become part of this, back in your mind you are aware that there is no place to hide....
>
> .... In state circles, the federal distinction of reservation areas does not hold much weight. Crow Creek Reservation is part of many school districts....
>
> Very few <u>new</u> Independent School Districts will be created and here is the crux of the problem: Fort Thompson, as represented by the Tribal Council, does not want to send its Indian high school aged young adults to a school which is not their own. But what is their alternative if they do not have a school? Realizing this, the Tribal Council has as its immediate ends the creation of a high school for its educational needs.

Although in a recent opinion poll during a tribal council election only three votes out of 400 were cast in favor of sending students to to the only non-Indian school of the four choices and an overwhelming majority favored the creation of high school facilities at Fort Thompson, is this mandate enough?....

There are two elements which will be difficult to overcome. These two are: Time and the lack of involvement in the public instruction machinery of the State of South Dakota by the Indian community of Fort Thompson....

I think that at this time there is a great social pressure to allow ethnic minority groups whose customs, values, and traditions are yet visible to develop autonomously.... A good case can be made, I am sure, for an ethnic minority which at times has faced death solely because of its traditions, religion, and way of life: the American Indian, in this case the Crow Creek Sioux. It would, therefore, seem inconsistent that the development of the Black and Chicano communities would proceed at the expense of the American Indian whose 477 year history of resistance and survival as a distinct set of cultures should be a fitting and proud example for all minorities the world over.

> And yet, the white-controlled State of South Dakota would enact an artifical creation that is a law that would further disperse the several Sioux Indian Tribes. By any measure, the Crow Creek Sioux should be dealt with as a Tribe. They should not, and I believe do not, accept the non-Indian view that several of them belong to this school, that several belong to that school. They must be treated as one people, united in their belief that their traditional way of life is, ultimately, what they choose to continue. To this end, they need their own school which primarily serves the people of the Crow Creek Reservation. . . .

TALENT SEARCH CONTRIBUTION

In the four locations where they work, the Talent Search field workers recruit students directly, person to person, and provide follow-up services of a sort we have not been able to provide before. The overall quality of our scholarship programs had undoubtedly improved, as a result. However, the drain on our limited resources has also been marked: Talent Search workers are bringing a greater number of urgent or emergency needs to our attention than we have dealt with in past years.

SUMMER STUDENT PROJECT

SAN CARLOS

An example of the benefits of even limited time spent working with students in their home communities is illustrated by the situation on the San Carlos Apache reservation in Arizona, where staff visited early during the summer of 1969 and discovered that over half of the more than sixty spplications to the Bureau of Indian Affairs for college aid would have to be denied, for lack of funds. The College Counselor visited the reservation and discovered there was no dearth of other resources--a tribal education committee (which brought the problem to our attention in the first place), VISTA volunteers, and a nearby Talent Search program -- but the resources were not in communication with one another or the students, and most were ignorant of available opportunities other than those provided by the B. I. A. or U. S. S. Staff brought the various resources together, and a student-staffed educational counseling center was set up. Of some forty students who were thought to be without financing for college in July, all but two or three entered college in September.

During the summer of 1969 United Scholarship Service sponsored two summer student projects, which were different in orientation but complemented each other. Both were for American Indian students; both had secondary, undergraduate, and graduate students.

WASHINGTON INDIAN INTERN PROJECT

The Washington Summer Indian Intern Project was funded by the Office of Economic Opportunity and was originally developed by another agency, which at the very last minute was not able to administer it. We assumed sponsorship of the project because students and staff had already been recruited and were anxious that the project take place. Students were placed as interns in a wide variety of government offices, Congressional offices, and a few selected private agencies, all having programs which affect Indian communities. A seminar program introduced the interns to the range of interests in Washington which bear upon the lives of Indian communities. Each intern was asked to take on an investigative project and submit a report on this project at the end of the summer. While the project suffered from disorganization and lack of purpose, as a direct result of the last-minute transfer of sponsorship, a few students made independent use of the resources made available to them and left Washington at the end of the summer considerably wiser about the operations of the U. S. government and the effect government programs have on the lives of people.

COMMUNITY-BASED PROJECTS

The other project grew more naturally out of U.S.S. program and was perhaps the most exciting, liberating endeavor in which we have been involved during 1969. O. N. A. S. members had for several years asked for some means of providing summer jobs in their own home communities, preferably jobs which would benefit the community in some way. Many Indian students in eastern schools are home for only a few weeks during the year, because there are no jobs available at home and they must have summertime employment. In response to this need, U.S.S. began consideration of action-research project in Indian communities. During the spring of 1969 we were approached by Southwestern Indian Development, Inc. (S. I. D.), a predominantly Navajo volunteer organization which was planning an action-research project on the Navajo reservation but had not been able to find the funds. As we thought and planned for the summer, three projects emerged: on the Navajo reservation in Arizona and New Mexico; in Rapid City, South Dakota; and in Havre, Montana.

A major factor in choosing the locations for the action-research projects was the existence of local Indian groups which were already involved in community projects, were aware of the problems which needed documentation in order to be taken seriously, and were prepared to do the necessary follow-up work. The local group was asked to supervise the work of the students, some of whom were recruited locally by the group and some of whom were U. S. S. students. Four resource people, experienced in both academic research and

community action, were made available to all three projects. Students were made responsible in part for planning and directing their own activities. At an orientation session in Denver at the beginning of the summer students met with the resource people and with members of the community groups; the students' final task before leaving Denver was to write their own job descriptions.

NAVAJO RESERVATION

On the Navajo reservation eight students made a survey of exploitive practices of the traders on whom most Navajos depend. The survey is being printed by S.I. D. (Southwestern Indian Development, Inc.) and will be distributed widely on the reservation when completed. Students took special interest in the Welfare Rights movement on the reservation and in the administration of Federal food programs, problems closely related to trader practices.

RAPID CITY, SOUTH DAKOTA

In Rapid City, South Dakota four students -- two of them members of the militant Steering Committee formed during the spring of 1968 in response to a crisis at the Public Health Service hospital -- surveyed the experience of Indian people in Rapid City with the police and courts. The group felt there was a clear need for a Legal Services Program to serve the Indian population of Rapid City and hoped the survey would document the need in a way that could not be ignored. Considerable evidence of unconstitutional practices and discrimination against Indians was gathered during the summer. The survey has not yet been assembled and printed, but the Steering Committee continues to work on the problems uncovered and continues to press for needed legal services.

HAVRE, MONTANA

In northern Montana the two students developed somewhat separate projects. One, a recent secondary school graduate, worked entirely with the young people of Havre, stimulating them to organize and to become aware of their potential. He was, however, not a native of Havre and spent much of his time learning to understand the situation in Havre, so there were few tangible results of his work at the end of the summer.

The other student, a second-year law student at U.C.L.A. who came originally from the Fort Belknap reservation, spent the summer as an intern in the local Legal Services program. His major project, in addition to handling individual legal cases, was to assist a community committee on the Rocky Boy reservation which was exploring the feasibility of establishing a new school district so that

their children would not have to attend the Havre schools and they would have more control over the education of their children. The law student established that it was not only feasible but financially sounder to redistrict.

In both the Havre and Rapid City projects, there were Talent Search field workers as well as the local community groups to work with the student and provide follow-up.

Three of the older students, from Havre and Rapid City, were considered field participants in the Washington Summer Indian Intern Project. As a result of their membership in that project, each of them was able to visit Washington for about a week toward the end of the summer. These visits were beneficial to both projects. The three field interns gained a kind of insight into government programs, and the dynamics of Washington, as a result of their specific interests in community projects, which was not gained by the other interns in the course of interning in many of the same programs. Discussions between the field interns and the Washington interns were stimulating to both. The field interns had a rare opportunity to move forward difficult aspects of their action research projects during their visits to Washington.

At an evaluation session at the end of the summer the action-research students had an opportunity to report what they had learned and considered the tensions which had arisen during a difficult and challenging assignment. Most of them agreed that it had been one of the most tension-full, meaningful, and exciting summers of their lives, and they were eager to take part in an expanded action-research project next summer. All of them had grown in their understanding of the forces which maintain community institutions, forces which so often keep the Indian "down" or "in his place."

THE USS NEWS

The most important activity remaining to be described is the periodic U. S. S. News, primarily a service to students and members of the Indian and Mexican American communities. Not only do we share information about a variety of available educational programs, but we explore issues of wide concern to students. Among the issues highlighted during the 1969 were the death sentence of a former U. S. S. student, Thomas White Hawk, whose predicament raised questions of the morality of capital punishment and of discrimination against Indians by police and the courts of South Dakota; the Mesquakie Indians of Tama, Iowa, who took the Bureau of Indian Affairs to court for terminating their community school against will and won; a group of Indian children in Marland, Oklahoma who were denied free hot lunches by the local school superintendent. A small grant was made to these school children, so that women in the community might prepare hot lunches for them; and U. S. S. referred the group to the N. A. A. C. P. Legal Defense Fund, Inc. for counsel in a court case, which has since been resolved in favor of the children.

LOOK TO THE FUTURE

The past ten years have taught us that the "trickle down" effect of providing excellent educational opportunities for talented individual Indian young people in not sufficient to change the structure of Indian communities and the Indian educational system which keep most Indian people apathetic, powerless, and in poverty. Many of the idealistic young people we have helped educate have

been frustrated in their desire to put their skills to use "at Home." There is no place for them at home. The majority of our students have gone into teaching, perhaps the only field which offers Indian students the option of leaving the reservation or staying and teaching there.

It is unfortunate that U. S. S. is the only national, private scholarship agency serving Mexican American young people, since our emphasis has always been on American Indian youth and our outreach to Mexican American youth has been limited by a small budget almost entirely to Colorado and specifically to Denver area. The U. S. S. Board structure is providing the mechanism through which members of the Mexican American community can consider the crying need for a national Mexican American education agency.

As we look toward the future with our antennae more closely attuned to Indian communities, we do not foresee any diminishing of the need for our traditional counseling and grant programs. As long as we associate with colleges that do not offer aid under a complete financial need analysis, as long as graduate schools remain aloof to financial need criteria, and as long as we associate with expensive private secondary schools, we have our place as a scholarship agency. American Indian and Mexican American students have a right to all opportunities available to other American young people, and we shall continue to offer them these opportunities until other agencies effectively assume responsibility.

One of our primary objectives during the past ten years has been to help American Indian young people move out of the narrow bind of the Indian world and achieve the perspective which comes from knowing and understanding the many peoples and viewpoints in the nation and the world. This orientation has led us to place Indian young people in predominantly non-Indian independent secondary schools; in summer programs which take them to Latin America, Europe, Africa, or the Far East; in "year abroad" programs; in a variety of leadership training programs which draw on a diverse population. This emphasis on participation in the total community will continue to be major emphasis of U. S. S. program. It does not preclude, indeed it helps us achieve deeper participation in American Indian communities. One of the contributions U. S. S. has made, particularly through the summer student projects, has been to make it possible for young people who have been exposed to experiences outside the Indian community to return and use their sophistication for the benefit of their home communities. Out of the interaction between these young people and more settled members of their communities come tension and growth, which must be part of Indian communities, if they are to survive.

APPENDIX I

STUDENT ROSTER

I. SECONDARY SCHOOL PROGRAM 1968-69 AND 1969-70

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	SCHOOL AND ADDRESS
ABRAMS, ROBERT AKRON, NEW YORK	SENECA-MOHAWK	11	12	ST. PAUL'S SCHOOL CONCORD, NEW HAMPSHIRE
ANNETTE, KATHLEEN REDLAKE, MINNESOTA	CHIPPEWA		9	DANA HALL SCHOOL WELLESLEY, MASSACHUSETTS
ANTOINE, JANEEN RAPID CITY, SOUTH DAKOTA	SIOUX	10	11	VERDE VALLEY SCHOOL SEDONA, ARIZONA
ARCHULETA, CECIL MONTE VISTA, COLORADO	MEXICAN-AMERICAN	10	11	ABC PUBLIC SCHOOL PROGRAM NORTHFIELD, MINNESOTA
ARVISO, LUCINDA CROWNPOINT, NEW MEXICO	NAVAJO	12		COLORADO ROCKY MOUNTAIN SCHOOL CARBONDALE, COLORADO
AZURE, ROY POPLAR, MONTANA	CHIPPEWA-SIOUX		9	THE CAMBRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
BAD HAND, HOWARD ROSEBUD, SOUTH DAKOTA	SIOUX	12		LENOX SCHOOL LENOX, MASSACHUSETTS
BAKER, CYNTHIA ENGLEWOOD, COLORADO	BLACKFEET-MANDAN	10	11	ST. HELEN'S HALL PORTLAND, OREGON
BAKER, KAROL NEWTOWN, NORTH DAKOTA	MANDAN-HIDATSA	12		SOLEBURY SCHOOL NEW HOPE, PENNSYLVANIA
BALLESTEROS, FLOYD AJO, ARIZONA	MEXICAN-AMERICAN	12		LENOX SCHOOL LENOX, MASSACHUSETTS
BEGAY, EUGENE CHICAGO, ILLINOIS	CHIPPEWA-NAVAJO	10		VERDE VALLEY SCHOOL SEDONA, ARIZONA
BENSON, GLORIA SHIPROCK, NEW MEXICO	NAVAJO	10		KENT SCHOOL KENT, CONNECTICUT
BENSON, MICHAEL SHIPROCK, NEW MEXICO	NAVAJO	12		LENOX SCHOOL LENOX, MASSACHUSETTS
BLACKTHUNDER, EFFIE SISSETON, SOUTH DAKOTA	ONEIDA-SIOUX	11	12	WASATCH ACADEMY MOUNT PLEASANT, UTAH
BLINER, COURTNEY MOBRIDGE, SOUTH DAKOTA	SIOUX	11	12	THE STORM KING SCHOOL CORNWALL-ON-HUDSON, NEW YORK
BROKENLEG, RITA MISSION, SOUTH DAKOTA	SIOUX	10	11	KEMPER HALL KENOSHA, WISCONSIN
BRUSHBREAKER, GEORGELINE RAPID CITY, SOUTH DAKOTA	SIOUX	11	12	THE CAMBRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
BUCKANAGA, NANCY SISSETON, SOUTH DAKOTA	SIOUX	11	12	THE CAMCRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
CORBETT, ESTHER SCOTTSDALE, ARIZONA	NEZ PERCE-NAVAJO	10	11	WASATCH ACADEMY MOUNT PLEASANT, UTAH
CRUZ, ROBERT TUCSON, ARIZONA	PAPAGO	POST GRAD		TRANSITIONAL YEAR PROGRAM NEW HAVEN, CONNECTICUT
FLUTE, SADIE LOWER BRULE, SOUTH DAKOTA	SIOUX		9	THE CAMBRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
GARCIA, DAVID TUCSON, ARIZONA	PAPAGO	10	11	PUBLIC HIGH SCHOOL NEW HAVEN, CONNECTICUT
GLENN, BRUCE DENVER, COLORADO	SIOUX	12		PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS
GODFREY, MARY ANN SIOUX CITY, IOWA	SIOUX	10	11	KEMPER HALL KENOSHA, WISCONSIN

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	SCHOOL AND ADDRESS
GREAVES, LINDA WINNER, SOUTH DAKOTA	SIOUX	11	12	ROWLAND HALL-ST. MARK'S SCHOOL SALT LAKE CITY, UTAH
HERNE, DANIEL ROOSEVELTOWN, NEW YORK	MOHAWK	9	10	STERLING SCHOOL CRAFTSBURY COMMON, VERMONT
HUGHES, MICHAEL PHOENIX, ARIZONA	HOPI-PAPAGO		9	VERDE VALLEY SCHOOL SEDONA, ARIZONA
JAMIESON, JANINE BASOM, NEW YORK	SENECA	12		KENT SCHOOL KENT, CONNECTICUT
JEMISON, SANDRA GOWANDA, NEW YORK	SENECA	12		EMMA WILLARD SCHOOL TROY, NEW YORK
JIM, WESLEY HOLBROOK, ARIZONA	NAVAJO		10	THE CAMBRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
JOE, JASPER SHIPROCK, NEW MEXICO	NAVAJO		11	VERDE VALLEY SCHOOL SEDONA, ARIZONA
JOHN, HELEN IRVING, NEW YORK	SENECA		11	DANA HALL SCHOOL WELLESLEY, MASSACHUSETTS
KAUFFMAN, HATTIE ALLANE SEATTLE, WASHINGTON	NEZ PERCE		9	KENT SCHOOL KENT, CONNECTICUT
LAFORTUNE, MARY ELLEN PIERRE, SOUTH DAKOTA	SIOUX		9	WASATCH ACADEMY MOUNT PLEASANT, UTAH
LAMERE, FRANKLIN OMAHA, NEBRASKA	WINNEBAGO		11	KIMBALL UNION ACADEMY MERIDEN, NEW HAMPSHIRE
LOPEZ, ALONZO SELLS, ARIZONA	PAPAGO	POST GRAD		TRANSITIONAL YEAR PROGRAM NEW HAVEN, CONNECTICUT
LOUD, MICHAEL REDBY, MINNESOTA	CHIPPEWA	9	10	STERLING SCHOOL CRAFTSBURY COMMON, VERMONT
MCINTYRE, LARRY GREGORY, SOUTH DAKOTA	SIOUX	11		LENOX SCHOOL LENOX, MASSACHUSETTS
MANDAN, ANTHONY PHILADELPHIA, PENNSYLVANIA	ARICKARA-HIDATSA		10	THE MERCERSBURG ACADEMY MERCERSBURG, PENNSYLVANIA
MARCHAND, MICHAEL OMAK, WASHINGTON	COLVILLE		10	PHILLIPS EXETER ACADEMY EXETER, NEW HAMPSHIRE
MARTINEZ, CORDELIA KYLE, SOUTH DAKOTA	SIOUX		9	KENT SCHOOL KENT, CONNECTICUT
MILLER, BYRON RAPID CITY, SOUTH DAKOTA	SIOUX	10	11	KISKIMINETAS SPRINGS SCHOOL SALTSBURG, PENNSYLVANIA
MILLER, KEITH RAPID CITY, SOUTH DAKOTA	SIOUX	11	12	ST. PAUL'S SCHOOL CONCORD, NEW HAMPSHIRE
MILLER, THOMAS GREGORY, SOUTH DAKOTA	SIOUX	11		PATTERSON SCHOOL LENOIR, NORTH CAROLINA
NAKAI, IRENE BLUFF, UTAH	NAVAJO		9	COLORADO ROCKY MOUNTAIN SCHOOL CARBONDALE, COLORADO
OAKES, BRUCE ROOSEVELTOWN, NEW YORK	MOHAWK	12		POMFRET SCHOOL POMFRET, CONNECTICUT
OAKES, MARK SYRACUSE, NEW YORK	MOHAWK	9	10	POMFRET SCHOOL POMFRET, CONNECTICUT
OLIVER, FLOYD ROSEBUD, SOUTH DAKOTA	SIOUX	POST GRAD		TRANSITIONAL YEAR PROGRAM NEW HAVEN, CONNECTICUT
PARKER, RICHARD MINNEAPOLIS, MINNESOTA	CHIPPEWA	12		BRECK SCHOOL MINNEAPOLIS, MINNESOTA
PARKER, ROBIN MINNEAPLIS, MINNESOTA	CHIPPEWA	11	12	SHATTUCK ACADEMY FARIBAULT, MINNESOTA
PLAINBULL, ADALEE PRYOR, MONTANA	CROW	11	12	WHITEMAN SCHOOL STEAMBOAT SPRINGS, COLORADO

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	SCHOOL AND ADDRESS
POLCHES, CHARLES PRINCETON, MAINE	PASSAMAQUODDY		UNGRADED	THE VILLAGE SCHOOL NEW GLOUCESTER, MAINE
PORTER, DONALD MACY, NEBRASKA	OMAHA		10	COLORADO ROCKY MOUNTAIN SCHOOL CARBONDALE, COLORADO
POWLESS, RICHARD HOGANSBURG, NEW YORK	MOHAWK		11	POMFRET SCHOOL POMFRET, CONNECTICUT
PRENTICE, CHARLES REDBY, MINNESOTA	CHIPPEWA	9	10	STERLING SCHOOL GRAFTSBURG COMMON, VERMONT
RED ELK, RUSSELL POPLAR, MONTANA	SIOUX	12		CHOATE SCHOOL WALLINGFORD, CONNECTICUT
REGGUINTI, DONNA MINNEAPOLIS, MINNESOTA	CHIPPEWA	12		ST. MARY'S HALL FARIBAULT, MINNESOTA
SAM, MINNIE McALESTER, OKLAHOMA	CHOCTAW		10	THE CAMBRIDGE SCHOOL OF WESTON WESTON, MASSACHUSETTS
SCHINDLER, PATRICIA GOWANDA, NEW YORK	SENECA	11		DANA HALL SCHOOL WELLESLEY, MASSACHUSETTS
SMITH, HARRY NEW TOWN, NORTH DAKOTA	HIDATSA-MANDAN	10		COLORADO ROCKY MOUNTAIN SCHOOL CARBONDALE, COLORADO
SMITH, NANCY CASS LAKE, MINNESOTA	CHIPPEWA	12		ST. MARY'S HALL FARIBAULT, MINNESOTA
STARS, LORENZO HERRICK, SOUTH DAKOTA	SIOUX	11	12	KIMBALL UNION ACADEMY MERIDEN, NEW HAMPSHIRE
WARHOL, GABRIELLE MINNEAPOLIS, MINNESOTA	SIOUX		9	ST. MARY'S HALL FARIBAULT, MINNESOTA
WHITE, DAVID PHILIP HOGANSBURG, NEW YORK	MOHAWK	11	12	MOUNT HERMON SCHOOL MOUNT HERMON, MASSACHUSETTS
YELLOWTAIL, DUANE WYOLA, MONTANA	CROW	10	11	FOUNTAIN VALLEY SCHOOL COLORADO SPRINGS, COLORADO

SECONDARY PROGRAM STATISTICS:

	1968-69	1969-70
TOTAL STUDENTS	46	45
BOYS	29	25
GIRLS	17	20
AMERICAN INDIANS	44	44
MEXICAN AMERICANS	2	1
RENEWALS	31	27
NEW STUDENTS	15	18
DROPPED OUT DURING YEAR	2	5
OUT OF SCHOOL, EXPECT TO RETURN		2
9TH GRADE	4	9
10TH GRADE	12	9
11TH GRADE	14	14
12TH GRADE	13	11
POST GRADUATE	3	
UNGRADED		1

TRIBES: ARICKARA-HIDATSA, 1; BLACKFEET-MANDAN, 1; COLVILLE, 1; CHIPPEWA, 7; CHIPPEWA-NAVAJO, 1; CHIPPEWA-SIOUX, 1; CHOCTAW, 1; CROW, 2; HOPI-PAPAGO, 1; MANDAN-HIDATSA, 2; MOHAWK, 5; NAVAJO, 6; NEZ PERCE, 2; OMAHA, 1; ONEIDA-SIOUX, 1; PAPAGO, 3; PASSAMAQUODDY, 1; SENECA, 4; SENECA-MOHAWK, 1; SIOUX, 20; WINNEBAGO, 1.

II. COLLEGE PROGRAM 1968-69 AND 1969-70

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
ACEVEZ, PETE G. TOPPENISH, WASHINGTON	MEXICAN-AMERICAN		JR.	UNIVERSITY OF WASHINGTON SEATTLE, WASHINGTON
ADAME, FRANK L. MERCED, CALIFORNIA	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
ALT, IRIS DAVENPORT, WASHINGTON	SPOKANE	SP.	JR.	WASHINGTON STATE UNIVERSITY PULLMAN, WASHINGTON
AMMONS, ANITA FAYETTEVILLE, NORTH CAROLINA	LUMBEE	SR.		UNIVERSITY OF N. CAROLINA GREENSBORO, NORTH CAROLINA
ANDREWS, MARY E. PHOENIX, ARIZONA	MEXICAN-AMERICAN	FR.		ARIZONA STATE UNIVERSITY TEMPE, ARIZONA
ARAGON, ANDREW J. BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		WESTERN NEW MEXICO UNIVERSITY SILVER CITY, NEW MEXICO
ARCHIQUETTE, LESLIE B. AURORA, COLORADO	ONEIDA	FR.	SP.	UNIVERSITY OF COLORADO BOULDER, COLORADO
BACA, ALFREDO B. DENVER, COLORADO	MEXICAN-AMERICAN	SR.		UNIVERSITY OF COLORADO BOULDER, COLORADO
BACA, ETHEL CERNO DENVER, COLORADO	LAGUNA-ACOMA	SR.		LORETTO HEIGHTS COLLEGE DENVER, COLORADO
BAKER, HUGH MANDAREE, NORTH DAKOTA	MANDAN-HIDATSA		FR.	DICKINSON STATE COLLEGE DICKINSON, NORTH DAKOTA
BALLESTEROS, FLOYD AJO, ARIZONA	MEXICAN-AMERICAN		FR.	ANTIOCH COLLEGE YELLOW SPRINGS, OHIO
BARELA, MARCELLA P. DENVER, COLORADO	MEXICAN-AMERICAN		SP.	UNIVERSITY OF COLORADO BOULDER, COLORADO
BEGAY, JUANITA CHINLE, ARIZONA	NAVAJO		FR.	KENDALL COLLEGE EVANSTON, ILLINOIS
BELL, BETSY NEWARK, CALIFORNIA	LUMBEE		FR.	SAN JOSE STATE COLLEGE SAN JOSE, CALIFORNIA
BELL, SIGNA FORT BELKNAP AGENCY, MONTANA	GROS VENTRE		FR.	BILLINGS BUSINESS COLLEGE BILLINGS, MONTANA
BENALLY, CHEE B. VANDERWAGEN, NEW MEXICO	NAVAJO	FR.	SP.	NEBRASKA WESLEYAN UNIVERSITY LINCOLN, NEBRASKA
BENOVIDES, JOSEF A. COLORADO SPRINGS, COLORADO	MEXICAN-AMERICAN		FR.	COLORADO COLLEGE COLORADO SPRINGS, COLORADO
BERNAL, ROY EL PRADO, NEW MEXICO	TAOS		SP.	FORT LEWIS COLLEGE DURANGO, COLORADO
BIG HORN, ROBIN BROCKTON, MONTANA	ASSINIBOINE		FR.	DAWSON JUNIOR COLLEGE GLENDIVE, MONTANA
BILLIE, JOE HOLLYWOOD, FLORIDA	SEMINOLE		FR.	COLORADO MOUNTAIN COLLEGE LEADVILLE, COLORADO
BILLY, LEONE TEMPE, ARIZONA	POMO		FR.	MESA COMMUNITY COLLEGE MESA, ARIZONA
BILLY, RAMON OAKLAND, CALIFORNIA	POMO	JR.		MERRITT COLLEGE OAKLAND, CALIFORNIA
BISHOP, JESSIE J. DODSON, MONTANA	GROS VENTRE		FR.	UNIVERSITY OF MONTANA MISSOULA, MONTANA
BIRD BEAR, DUANE T. MANDAREE, NORTH DAKOTA	MANDAN-HIDATSA	SP.		DARTMOUTH COLLEGE HANOVER, NEW HAMPSHIRE
BLACK CROW, ROYAL PARMELEE, SOUTH DAKOTA	SIOUX		FR.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
BOYER, MELVIN HAVRE, MONTANA	CHIPPEWA	FR.		NORTHERN MONTANA COLLEGE HAVRE, MONTANA

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
BRAVE, FRANCIS GREAT FALLS, MONTANA	CHIPPEWA-CREE-SIOUX	FR.		NORTHERN MONTANA COLLEGE HAVRE, MONTANA
BRIZAL, DANIEL R. ERIE, COLORADO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF COLORADO BOULDER, COLORADO
BROWN, AUDREY L. MISSOULA, MONTANA	YAKIMA	FR.		COLLEGE OF GREAT FALLS GREAT FALLS, MONTANA
BROWN, FRED T. BLACK HAWK, SOUTH DAKOTA	SIOUX	SP.	JR.	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA
BRYANT, MARTHA DURANGO, COLORADO	NAVAJO		FR.	FORT LEWIS COLLEGE DURANGO, COLORADO
BUCK ELK, EILEEN BROCKTON, MONTANA	SIOUX	FR.		ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
BUFFALO, MARSHA WAUBAY, SOUTH DAKOTA	SAC & FOX		FR.	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA
BUTLER, LOIS INCHELIUM, WASHINGTON	COLVILLE-CHEROKEE		FR.	EASTERN WASH. STATE COLLEGE CHENEY, WASHINGTON
BUTTERFIELD, LESLIE M. PORTLAND, OREGON	WINNEBAGO-CHIPPEWA	JR.	SR.	PITZER COLLEGE CLAREMONT, CALIFORNIA
BUTTERFIELD, ROBIN A. PORTLAND, OREGON	WINNEBAGO-CHIPPEWA	SP.	JR.	UNIVERSITY OF PUGET SOUND TACOMA, WASHINGTON
BUTZLAFF, WILLARD FOREST GROVE, OREGON	CROW	FR.	SP.	PACIFIC UNIVERSITY FOREST GROVE, OREGON
CAGLE, DANNY WILDER, IDAHO	CHEROKEE	JR.		COLLEGE OF IDAHO CALDWELL, IDAHO
CAMBRIDGE, CHARLES DURANGO, COLORADO	NAVAJO	SR.		UNIVERSITY OF COLORADO BOULDER, COLORADO
CAMPOS, EMIL GREEN RIVER, WYOMING	MEXICAN-AMERICAN		FR.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
CARRIER, CARROLL K., JR. GREAT FALLS, MONTANA	CHIPPEWA-CREE		FR.	EASTERN MONTANA COLLEGE BILLINGS, MONTANA
CASTILLO, BELINDA BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		WESTERN NEW MEXICO UNIVERSITY SILVER CITY, NEW MEXICO
CASTILLO, CASIMIRO E. DENVER, COLORADO	MEXICAN-AMERICAN	SP.		UNIVERSITY OF COLORADO BOULDER, COLORADO
CASTRO, SANDRA I. COMMERCE CITY, COLORADO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF COLORADO BOULDER, COLORADO
CHAMBERLIN, SHARI SALEM, OREGON	GROS VENTRE	SR.		MARYLHURST COLLEGE MARYLHURST, OREGON
CHANG, MYRA E. SANTA FE, NEW MEXICO	MEXICAN-AMERICAN	FR.		MESA COLLEGE GRAND JUNCTION, COLORADO
CHAVEZ, DAVID S. HERNANDEZ, NEW MEXICO	MEXICAN-AMERICAN	SP.		HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
CHAVEZ, GEORGE J. HERNANDEZ, NEW MEXICO	MEXICAN-AMERICAN	JR.		HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
CHAVIS, MILLIE FAYETTEVILLE, NORTH CAROLINA	LUMBEE		FR.	PEMBROKE STATE COLLEGE PEMBROKE, NORTH CAROLINA
CLIFFORD, GWENDOLYN ST. FRANCIS, SOUTH DAKOTA	SIOUX		FR.	UNIVERSITY OF NEBRASKA OMAHA, NEBRASKA
COATS, GLORIA J. MISSION, SOUTH DAKOTA	SIOUX	FR.	SP.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
CONDE, DELORES B. LAWRENCE, KANSAS	MEXICAN-AMERICAN	JR.		UNIVERSITY OF KANSAS LAWRENCE, KANSAS
CORDOVA, BENJAMIN J. DENVER, COLORADO	MEXICAN-AMERICAN	SP.	JR.	ADAMS STATE COLLEGE ALAMOSA, COLORADO

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
CROSS, RAYMOND PARSHALL, NORTH DAKOTA	MANDAN-HIDATSA	JR.	SR.	STANFORD UNIVERSITY STANFORD, CALIFORNIA
CUMMINGS, VIRGINIA PEMBROKE, NORTH CAROLINA	LUMBEE	SP.	JR.	PEMBROKE STATE COLLEGE PEMBROKE, NORTH CAROLINA
DAVIS, ANDREA FORT HALL, IDAHO	SHOSHONE-BANNOCK		FR.	IDAHO STATE UNIVERSITY POCATELLO, IDAHO
DAVISON, LINDA L. TOPPENISH, WASHINGTON	YAKIMA	SP.		WASHINGTON STATE UNIVERSITY PULLMAN, WASHINGTON
D'CAFANGO, JACQUELINE C. JUNEAU, ALASKA	TLINGET	FR.	SP.	UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
DENNY, YOLANDA HAVRE, MONTANA	MEXICAN-AMERICAN	JR.		NORTHERN MONTANA COLLEGE HAVRE, MONTANA
DIMERY, ROBERT E. PEMBROKE, NORTH CAROLINA	LUMBEE	FR.		SOUTHEASTERN COMMUNITY COLLEGE WHITEVILLE, NORTH CAROLINA
EAGLE, MATOAKA L. SCHROON LAKE, NEW YORK	CHICKAHOMINY	FR.		S.U.N.Y. COLLEGE POTSDAM, NEW YORK
EAGLEMAN, FARRELL A. WAKPALA, SOUTH DAKOTA	WINNEBAGO-SIOUX	FR.		NORTHERN STATE COLLEGE ABERDEEN, SOUTH DAKOTA
ESCINIAS, ANTHONY A. BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
ESPINOZA, GILBERT DENVER, COLORADO	MEXICAN-AMERICAN		FR.	MUSEUM SCHOOL OF ART PORTLAND, OREGON
ESQUIBEL, THOMAS BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
ESTES, SHERYL KEAMS CANYON, ARIZONA	SIOUX		FR.	NORTHERN ARIZONA UNIVERSITY FLAGSTAFF, ARIZONA
FASTWOLF, STEVEN CHICAGO, ILLINOIS	ONEIDA-SIOUX	FR.		ROOSEVELT UNIVERSITY CHICAGO, ILLINOIS
FEATHERMAN, GERTRUDE KYLE, SOUTH DAKOTA	SIOUX	FR.	SP.	HOLYOKE SCHOOL OF NURSING HOLYOKE, MASSACHUSETTS
FEDERICO, ROBERT M. BALLANTINE, MONTANA	MEXICAN-AMERICAN	SP.	JR.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
FIELDER, CARLA PHILADELPHIA, PENNSYLVANIA	SIOUX	JR.		YANKTON COLLEGE YANKTON, SOUTH DAKOTA
FLAMAND, EUGENE GREAT FALLS, MONTANA	BLACKFEET-CREE		FR.	MONTANA STATE UNIVERSITY BOZEMAN, MONTANA
FLUTE, PHYLLIS J. RICHMOND, CALIFORNIA	ARIKARA-SIOUX	FR.		CHICO STATE COLLEGE CHICO, CALIFORNIA
FRANCIS, DEANNA PRINCETON, MAINE	PASSAMAQUODDY		JR.	SAN FRANCISCO STATE COLLEGE SAN FRANCISCO, CALIFORNIA
GALLEGO, MARGARET TUCSON, ARIZONA	PAPAGO		FR.	COCHISE COLLEGE DOUGLAS, ARIZONA
GARCIA, RUDY SAN ANTONIO, TEXAS	MEXICAN-AMERICAN	SP.		UNIVERSITY OF COLORADO DENVER, COLORADO
GARLEY, LARRY B. BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		WESTERN NEW MEXICO UNIVERSITY SILVER CITY, NEW MEXICO
GAMBOA, CELESTE PITTSBURGH, PENNSYLVANIA	BLACKFEET		FR.	MARQUETTE UNIVERSITY MILWAUKEE, WISCONSIN
GARCIA, SANDRA COLORADO SPRINGS, COLORADO	MEXICAN-AMERICAN		FR.	METROPOLITAN STATE COLLEGE DENVER, COLORADO
GARZA, HISAURO A. SANTA CRUZ, CALIFORNIA	MEXICAN-AMERICAN	SP.	JR.	UNIVERSITY OF CALIFORNIA SANTA CRUZ, CALIFORNIA
GARZA, ORALIA EAST CHICAGO, INDIANA	MEXICAN-AMERICAN	SR.		INDIANA UNIVERSITY BLOOMINGTON, INDIANA

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
GINGER, RANDALL SEATTLE, WASHINGTON	UCHUCKLISIT		FR.	WESTERN WASH. STATE COLLEGE BELLINGHAM, WASHINGTON
GOMEZ, DAVID DENVER, COLORADO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF COLORADO BOULDER, COLORADO
GOMEZ, MARIA POMPEY'S PILLAR, MONTANA	MEXICAN-AMERICAN		FR.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
GONYEA, STEPHEN C. NEDROW, NEW YORK	ONONDAGA-ONEIDA	FR.		ART CENTER COLLEGE OF DESIGN LOS ANGELES, CALIFORNIA
GONZALES, CHARLOTTE I. DENVER, COLORADO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF COLORADO DENVER, COLORADO
GONZALES, JOYCE BELEN, NEW MEXICO	MEXICAN-AMERICAN		FR.	WESTERN NEW MEXICO UNIVERSITY SILVER CITY, NEW MEXICO
GONZALES, RUBEN R. DEL NORTE, COLORADO	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
GOOD IRON, VANCE N. CHICAGO, ILLINOIS	MANDAN-HIDATSA	JR.	SR.	BOSTON UNIV. METRO COLLEGE BOSTON, MASSACHUSETTS
GOODLUCK, BARBARA J. SHIPROCK, NEW MEXICO	NAVAJO	SP.		COLORADO STATE UNIVERSITY FORT COLLINS, COLORADO
GOSS, JUNE K. RENTON, WASHINGTON	BLACKFEET	FR.		CENTRAL WASH. STATE COLLEGE ELLENSBURG, WASHINGTON
GRIFFIN, EVELYN HARLEM, MONTANA	CHIPPEWA-CREE		FR.	NORTHERN MONTANA COLLEGE HAVRE, MONTANA
HAMILTON, JUDITH C. BOX ELDER, MONTANA	CHIPPEWA-CREE	FR.		UNIVERSITY OF MONTANA MISSOULA, MONTANA
HARVEY, ROBERTA C. SANTA FE, NEW MEXICO	NAVAJO		FR.	SARAH LAWRENCE COLLEGE BRONXVILLE, NEW YORK
HAUKAAS, PRISCILLA	SIOUX		FR.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
HEALY, FRANKLIN HARLEM, MONTANA	SIOUX-GROS VENTRE	FR.		NORTHERN MONTANA COLLEGE HAVRE, MONTANA
HERRERA, DAVID P. DENVER, COLORADO	MEXICAN-AMERICAN	JR.		METROPOLITAN STATE COLLEGE DENVER, COLORADO
HERRERA, JULIA	TAOS	JR.		COLLEGE OF SANTA FE SANTA FE, NEW MEXICO
HOWES, YVONNE T. ALAMOSA, COLORADO	MEXICAN-AMERICAN		FR.	ADAMS STATE COLLEGE ALAMOSA, COLORADO
HUBBARD, CYNTHIA WINDOW ROCK, ARIZONA	NAVAJO		SP.	UNIVERSITY OF ARIZONA TUCSON, ARIZONA
HUNT, DENNIS FARMINGTON, MICHIGAN	SIOUX	SR.		DRAKE UNIVERSITY DES MOINES, IOWA
IBARRA, JESSE G. DENVER, COLORADO	MEXICAN-AMERICAN	SP.		UNIVERSITY OF COLORADO BOULDER, COLORADO
IRWIN, PATRICIA PULLMAN, WASHINGTON	MEXICAN-AMERICAN	JR.		UNIVERSITY OF PUGET SOUND TACOMA, WASHINGTON
JABLONSKI, THOMAS CANNON FALLS, MINNESOTA	MOHAWK	SR.		CONCORDIA COLLEGE ST. PAUL, MINNESOTA
JANIS, DARLENE PINE RIDGE, SOUTH DAKOTA	SIOUX		FR.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
JANIS, WANDA PINE RIDGE, SOUTH DAKOTA	SIOUX	JR.		AUGUSTANA COLLEGE SIOUX FALLS, SOUTH DAKOTA.
JARAMILLO, AUDORA M. PAGOSA SPRINGS, COLORADO	MEXICAN-AMERICAN	JR.		HIGHLAND UNIVERSITY LAS VEGAS, NEW MEXICO
JARAMILLO, GEORGE COLORADO SPRINGS, COLORADO	APACHE	FR.		UNIVERSITY OF COLORADO COLORADO SPRINGS, COLORADO

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
JEWETT, KEITH VERMILLION, SOUTH DAKOTA	SIOUX		JR.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
JOSEPH, FRANK A. WOOD, SOUTH DAKOTA	SIOUX	FR.		AUGUSTANA COLLEGE SIOUX FALLS, SOUTH DAKOTA
KEELER, GEORGE FT. THOMPSON, SOUTH DAKOTA	SIOUX-WINNEBAGO	FR.	FR.	MOUNT SENARIO COLLEGE LADYSMITH, WISCONSIN
KIRKALDIE, BRUCE E. DODSON, MONTANA	ASSINIBOINE		FR.	MONTANA STATE UNIVERSITY BOZEMAN, MONTANA
LAFORETT, BETTY L. DENVER, COLORADO	MEXICAN-AMERICAN	FR.	SP.	ADAMS STATE COLLEGE ALAMOSA, COLORADO
LAMBERT, LARRY MANISTIQUE, MICHIGAN	CHIPPEWA		FR.	ANTIOCH COLLEGE YELLOW SPRINGS, OHIO
LARA, PATRICIA B. BELEN, NEW MEXICO	MEXICAN-AMERICAN	FR.		HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
LAROCQUE, DARLENE BELCOURT, NORTH DAKOTA	CHIPPEWA		FR.	UNIVERSITY OF NORTH DAKOTA ELLENDALE, NORTH DAKOTA
LAROCHE, WILLIAM D. FARGO, NORTH DAKOTA	SIOUX	JR.		NORTH DAKOTA STATE UNIVERSITY FARGO, NORTH DAKOTA
LAROSE, ERIC G. DURANGO, COLORADO	UTE-SHOSHONE-BANNOCK	FR.		FORT LEWIS COLLEGE DURANGO, COLORADO
LAZORE, GLEN BOMBAY, NEW YORK	MOHAWK	JR.		WESLEYAN UNIVERSITY MIDDLETOWN, CONNECTICUT
LEFT HAND, MARSHALL LODGE GRASS, MONTANA	CROW		SP.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
LEON, SALLY RAPID CITY, SOUTH DAKOTA	SIOUX-CHIPPEWA	FR.		BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA
LEROY, WANDA OMAHA, NEBRASKA	SIOUX-PONCA	FR.		MOUNT SENARIO COLLEGE LADYSMITH, WISCONSIN
LEWIS, HARRIET SELLS, ARIZONA	PAPAGO		FR.	UNIVERSITY OF ARIZONA TUCSON, ARIZONA
LIRA, CLAUDIA DOWNEY, CALIFORNIA	CREEK		FR.	CALIFORNIA STATE COLLEGE FULLERTON, CALIFORNIA
LOCKLEAR, JIMMIE F. MAXTON, NORTH CAROLINA	LUMBEE	SR.		PEMBROKE STATE COLLEGE PEMBROKE, NORTH CAROLINA
LOCKLEAR, ROSIE P. LUMBERTON, NORTH CAROLINA	LUMBEE	JR.		PEMBROKE STATE COLLEGE PEMBROKE, NORTH CAROLINA
LOPE, MARY J. DURANGO, COLORADO	NAVAJO		JR.	FORT LEWIS COLLEGE DURANGO, COLORADO
LOPEZ, ALONZO AJO, ARIZONA	PAPAGO		FR.	WESLEYAN UNIVERSITY MIDDLETOWN, CONNECTICUT
LOPEZ, JAMES GREAT FALLS, MONTANA	MEXICAN-AMERICAN		FR.	UNIVERSITY OF MONTANA MISSOULA, MONTANA
LOPEZ, JERRY SANTA CRUZ, NEW MEXICO	MEXICAN-AMERICAN		FR.	ST. JOHN'S COLLEGE SANTA FE, NEW MEXICO
LOPEZ, ROBERT M. LONGMONT, COLORADO	MEXICAN-AMERICAN	SP.	JR.	COLORADO STATE COLLEGE GREELEY, COLORADO
LOVATO, LARRY J. DENVER, COLORADO	MEXICAN-AMERICAN		SR.	UNIVERSITY OF COLORADO DENVER, COLORADO
LOWERY, CHRISTINE T. ALBUQUERQUE, NEW MEXICO	HOPI-LAGUNA	SP.		HIGHLAND UNIVERSITY LAS VEGAS, NEW MEXICO
LOZANO, MARTHA UPPER SANDUSKY, OHIO	MEXICAN-AMERICAN	JR.		OHIO STATE UNIVERSITY COLUMBUS, OHIO
LOZEAU, RANDOLPH H. KALISPELL, MONTANA	FLATHEAD	SR.	SR.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
LOZEAU, TREVOR D. KALISPELL, MONTANA	FLATHEAD	SP.		ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
LUCERO, LINDA DETROIT, MICHIGAN	TAOS		FR.	COOPER UNION NEW YORK, NEW YORK
MADRIL, GILBERT MONTE VISTA, COLORADO	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
MAESTAS, HENRY G. DENVER, COLORADO	MEXICAN-AMERICAN	JR.	SR.	METROPOLITAN STATE COLLEGE DENVER, COLORADO
MANESS, EVELYN SILVER CITY, NORTH CAROLINA	CHEROKEE	FR.		UNIVERSITY OF NORTH CAROLINA GREENSBORO, NORTH CAROLINA
MANZANARES, LARRY COLORADO SPRINGS, COLORADO	MEXICAN-AMERICAN	FR.		COLORADO COLLEGE COLORADO SPRINGS, COLORADO
MARTIN, THERESA McLAUGHLIN, SOUTH DAKOTA	SIOUX		SR.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
MARTINEZ, CAROL S. DENVER, COLORADO	MEXICAN-AMERICAN	FR.		UNIVERSITY OF COLORADO DENVER, COLORADO
MARTINEZ, CYNTHIA DENVER, COLORADO	MEXICAN-AMERICAN	JR.		UNIVERSITY OF TEXAS AUSTIN, TEXAS
MARTINEZ, LARRY A. THORNTON, COLORADO	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
MARTINEZ, MANUEL, JR. AULT, COLORADO	MEXICAN-AMERICAN	FR.	SP.	COLORADO STATE UNIVERSITY FORT COLLINS, COLORADO
MARTINEZ, MARTINA OAKLAND, CALIFORNIA	SIOUX	FR.	SP.	SAMUEL MERRITT SCHOOL OF NURSING OAKLAND, CALIFORNIA
MARTINEZ, ROLAND EAGLE NEST, NEW MEXICO	MEXICAN-AMERICAN		FR.	NEW MEXICO STATE UNIVERSITY LAS CRUCES, NEW MEXICO
MASAYESVA, VERNON ORAIBI, ARIZONA	HOPI	SR.		ARIZONA STATE UNIVERSITY TEMPE, ARIZONA
MASON, RUSSELL RAPID CITY, SOUTH DAKOTA	ARICKARA		FR.	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA
McCARTAN, PETER F., JR. WILLIAMSVILLE, NEW YORK	MOHAWK-ONEIDA	SP.	JR.	DEFIANCE COLLEGE DEFIANCE, OHIO
McDONELL, ELSIE INCHELIUM, WASHINGTON	COLVILLE		FR.	WASHINGTON STATE UNIVERSITY PULLMAN, WASHINGTON
McGINNIS, DUANE W. SEATTLE, WASHINGTON	CLALLAM	SR.		UNIVERSITH OF WASHINGTON SEATTLE, WASHINGTON
MIGUEL, LARRY DENVER, COLORADO	MEXICAN-AMERICAN		SP.	METROPOLITAN STATE COLLEGE DENVER, COLORADO
MILLER, MORRIE L. BREMERTON, WASHINGTON	CHEROKEE-SIOUX	FR.		UNIVERSITY OF WASHINGTON SEATTLE, WASHINGTON
MILLER, RODNEY R. WOLF POINT, MONTANA	ASSINIBOINE	FR.		UNIVERSITY OF MONTANA MISSOULA, MONTANA
MILLS, CHARLES DENVER, COLORADO	SIOUX		SP.	COLORADO STATE COLLEGE GREELEY, COLORADO
MONDRAGON, ROBERT D. SANTA FE, NEW MEXICO	LAGUNA-TAOS	SR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
MONTANA, ADOLPH DENVER, COLORADO	MEXICAN-AMERICAN	FR.		COLORADO COLLEGE COLORADO SPRINGS, COLORADO
MONTOYA, PATRICK GREELEY, COLORADO	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
MORAN, ROGER H. GLASGOW, MONTANA	SIOUX		FR.	EASTERN MONTANA COLLEGE BILLINGS, MONTANA
MORENO, OLIVIA OAK CREEK, WISCONSIN	MEXICAN-AMERICAN	SP.		UNIVERSITY OF WISCONSIN RACINE, WISCONSIN

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
NEE, LINDA J. KELLER, WASHINGTON	COLVILLE	FR.		EASTERN WASH. STATE COLLEGE CHENEY, WASHINGTON
NELSON, CARMEN R. COULEE DAM, WASHINGTON	SIOUX	FR.		EASTERN WASH. STATE COLLEGE CHENEY, WASHINGTON
NICHOLS, RICHARD ALBUQUERQUE, NEW MEXICO	PUEBLO	JR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
OCHOA, VIRGINIA BROWNSVILLE, TEXAS	MEXICAN-AMERICAN		SR.	TEXAS WOMAN'S UNIVERSITY DENTON, TEXAS
ONTIVEROS, JOSEPHINE PUEBLO, COLORADO	MEXICAN-AMERICAN	FR.		SOUTHERN COLO. STATE COLLEGE PUEBLO, COLORADO
ORTEGA, EDWARD SANTA FE, NEW MEXICO	MEXICAN-AMERICAN	FR.		HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
ORTEGA, JUAN J. TESUQUE, NEW MEXICO	MEXICAN-AMERICAN	FR.	SP.	HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
ORTEGA, SUSIE I. TESUQUE, NEW MEXICO	MEXICAN-AMERICAN	FR.	SP.	HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
OWENS, ROSE WINFIELD, KANSAS	CHEROKEE		JR.	KANSAS UNIV. MEDICAL CENTER KANSAS CITY, KANSAS
PADILLA, CINDY J. DENVER, COLORADO	NAVAJO	SP.		TRINIDAD STATE JR. COLLEGE TRINIDAD, COLORADO
PARISIEN, ROBERT CLARKSTON, WASHINGTON	CHIPPEWA		FR.	EASTERN WASH. STATE COLLEGE CHENEY, WASHINGTON
PASCALE, JANET BAYFIELD, WISCONSIN	CHIPPEWA		JR.	WISCONSIN STATE UNIVERSITY SUPERIOR, WISCONSIN
PEBEAHSY, ADRIAN CENTER, COLORADO	SHOSHONE-BANNOCK-COMANCHE		FR.	COLORADO MOUNTAIN COLLEGE LEADVILLE, COLORADO
PERALEZ, ESTHER POMPEY'S PILLAR, MONTANA	MEXICAN-AMERICAN	SP.	JR.	ROCKY MOUNTAIN COLLEGE BILLINGS, MONTANA
POHOCSUCUT, ALBERT J. LAWTON, OKLAHOMA	COMANCHE	FR.		CAMERON STATE AG. COLLEGE LAWTON, OKLAHOMA
PORTER, DIANE TEMPE, ARIZONA	PIMA	SP.		ARIZONA STATE UNIVERSITY TEMPE, ARIZONA
RANGEL, GEORGE ALICE, TEXAS	MEXICAN-AMERICAN	JR.		AMERICAN UNIVERSITY WASHINGTON, D. C.
RED CLOUD, LULU PINE RIDGE, SOUTH DAKOTA	SIOUX	SP.		HURON COLLEGE HURON, SOUTH DAKOTA
REDHORSE, DAVID FARMINGTON, NEW MEXICO	NAVAJO	JR.		AMHERST COLLEGE AMHERST, MASSACHUSETTS
REITER, JAMES L. KESHENA, WISCONSIN	MENOMINEE		FR.	RIPON COLLEGE RIPON, WISCONSIN
REYNOLDS, ELWOOD DENVER, COLORADO	SIOUX-CHEYENNE		FR.	TRINIDAD JUNIOR COLLEGE TRINIDAD, COLORADO
RIVERA, DAVID DENVER, COLORADO	MEXICAN-AMERICAN	SR.		UNIVERSITY OF COLORADO DENVER, COLORADO
ROBERTS, KURT WAUBAY, SOUTH DAKOTA	SIOUX		SP.	UNIVERSITY OF SOUTH DAKOTA VERMILLION, SOUTH DAKOTA
RODRIGUEZ, ANNA GARY, INDIANA	MEXICAN-AMERICAN		FR.	INDIANA UNIVERSITY BLOOMINGTON, INDIANA
ROMAN, HENRY C. PUEBLO, COLORADO	MEXICAN-AMERICAN	SR.		SOUTHERN COLO. STATE COLLEGE PUEBLO, COLORADO
ROYBAL, JOEL ANTONITO, COLORADO	MEXICAN-AMERICAN		SP.	ADAMS STATE COLLEGE ALAMOSA, COLORADO
SALCIDO, JOANNE PARKER, ARIZONA	MEXICAN-AMERICAN		FR.	ARIZONA WESTERN COLLEGE YUMA, ARIZONA

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
SANCHEZ, GLORIA DENVER, COLORADO	MEXICAN-AMERICAN	SP.	JR.	LORETTO HEIGHTS COLLEGE DENVER, COLORADO
SANCHEZ, HAROLD ESPANOLA, NEW MEXICO	MEXICAN-AMERICAN	JR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
SANCHEZ, PHILIP C. ESPANOLA, NEW MEXICO	MEXICAN-AMERICAN	FR.	SP.	UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
SANCHEZ, RUBY BELEN, NEW MEXICO	MEXICAN-AMERICAN		FR.	UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
SEDILLO, CRUZ M. LAS VEGAS, NEW MEXICO	MEXICAN-AMERICAN	JR.		HIGHLANDS UNIVERSITY LAS VEGAS, NEW MEXICO
SHEPPARD, ANDREW FARMINGTON, NEW MEXICO	NAVAJO	FR.		BRIGHAM YOUNG UNIVERSITY PROVO, UTAH
SILVER, JUDY MACON, NORTH CAROLINA	HALIWA	SR.		PEMBROKE STATE COLLEGE PEMBROKE, NORTH CAROLINA
SIMERMEYER, JAMES F. NEW YORK, NEW YORK	CHEROKEE	FR.	SP.	ALFRED UNIVERSITY ALFRED, NEW YORK
SIMMONS, ROBERT L. NEWBERG, OREGON	SILETZ	FR.		PACIFIC UNIVERSITY FOREST GROVE, OREGON
SMITH, JAMES PAYETTE, IDAHO	HIDATSA-ARIKARA		FR.	COLLEGE OF IDAHO CALDWELL, IDAHO
SHONGO, REGINA LODGE GRASS, MONTANA	CHICKAHOMINY-SENECA		SP.	LINFIELD COLLEGE McMINNVILLE, OREGON
SMITH, MARGARET R. PERRY, MAINE	PASSAMAQUODDY	FR.		BACONE COLLEGE BACONE, OKLAHOMA
SNIDER, DARCY L. BREWSTER, WASHINGTON	COLVILLE	SR.		MARYLHURST COLLEGE MARYLHURST, OREGON
SNIDER, MARILYNN D. BREWSTER, WASHINGTON	COLVILLE	SP.		WHITWORTH COLLEGE SPOKANE, WASHINGTON
SOLOMON, MARCIA L. STRATFORD, NEW YORK	MOHAWK	SR.		STATE UNIVERSITY OF NEW YORK MORRISVILLE, NEW YORK
STRICKLAND, EARL PEMBROKE, NORTH CAROLINA	LUMBEE		FR.	UNIVERSITY OF MASSACHUSETTS AMHERST, MASSACHUSETTS
STRICK, ARTHUR A. FAIRVIEW, NEW MEXICO	MEXICAN-AMERICAN	SP.		NEW MEXICO STATE UNIVERSITY UNIVERSITY PARK, NEW MEXICO
SUTTON, GRACE ELLINGTON, MISSOURI	NAVAJO		FR.	EVANGEL COLLEGE SPRINGFIELD, MISSOURI
SWAN, WALTER RAPID CITY, SOUTH DAKOTA	SIOUX	JR.	SR.	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA
SZABO, PAUL SPRINGFIELD, SOUTH DAKOTA	SIOUX	JR.	SR.	SOUTHERN STATE COLLEGE SPRINGFIELD, SOUTH DAKOTA
TAPIA, HELEN E. SANTA FE, NEW MEXICO	MEXICAN-AMERICAN	FR.	SP.	ST. JOHN'S COLLEGE SANTA FE, NEW MEXICO
TAPIA, JOSIE SANTA FE, NEW MEXICO	MEXICAN-AMERICAN	FR.	SP.	COLLEGE OF SANTA FE SANTA FE, NEW MEXICO
THE BOY, VERNON HAVRE, MONTANA	GROS VENTRE	FR.		NORTHERN MONTANA COLLEGE HAVRE, MONTANA
THOMPSON, SUSAN BROWNS VALLEY, MINNESOTA	SIOUX		FR.	LORETTO HEIGHTS COLLEGE DENVER, COLORADO
THREE STARS, GLENN FLAGSTAFF, ARIZONA	SIOUX	FR.		UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO
TRUJILLO, FRANK E. MONTE VISTA, COLORADO	MEXICAN-AMERICAN	FR.		SOUTHERN COLO. STATE COLLEGE PUEBLO, COLORADO
TSOSIE, JENNIE R. TOHATCHI, NEW MEXICO	NAVAJO	SP.		FORT LEWIS COLLEGE DURANGO, COLORADO

NAME AND ADDRESS	TRIBE	GRADE 68-69	GRADE 69-70	COLLEGE AND ADDRESS
TURGEON, LORNA CARTER, SOUTH DAKOTA	SIOUX	SP.		NORTHERN STATE COLLEGE ABERDEEN, SOUTH DAKOTA
URVANEJO, RICHARD ALBUQUERQUE, NEW MEXICO	MEXICAN-AMERICAN	FR.		ST. JOHN'S COLLEGE SANTA FE, NEW MEXICO
VALDEZ, JOHN BOULDER, COLORADO	MEXICAN-AMERICAN		SP.	MESA JUNIOR COLLEGE GRAND JUNCTION, COLORADO
VALLEJOS, VANGIE BOSQUE, NEW MEXICO	MEXICAN-AMERICAN		FR.	WESTERN NEW MEXICO UNIVERSITY SILVER CITY, NEW MEXICO
VALLEZ, DANNY C. ALAMOSA, COLORADO	MEXICAN-AMERICAN	FR.		SOUTHERN COLO. STATE COLLEGE PUEBLO, COLORADO
VALVERDE, JOHN PONDEROSA, NEW MEXICO	MEXICAN-AMERICAN	FR.		NEW MEXICO STATE UNIVERSITY LAS CRUCES, NEW MEXICO
VASQUEZ, PHIL E. WINDSOR, COLORADO	MEXICAN-AMERICAN	FR.		DENVER COMMUNITY COLLEGE DENVER, COLORADO
VIGIL, ANGELINA L. MORIARTY, NEW MEXICO	MEXICAN-AMERICAN	FR.		ST. JOHN'S COLLEGE SANTA FE, NEW MEXICO
VIGIL, RAYMOND DEL NORTE, COLORADO	MEXICAN-AMERICAN	SR.		ADAMS STATE COLLEGE ALAMOSA, COLORADO
VIGIL, RICHARD H. DENVER, COLORADO	MEXICAN-AMERICAN	SP.		UNIVERSITY OF COLORADO BOULDER, COLORADO
VIGIL, YVONNE PUEBLO, COLORADO	MEXICAN-AMERICAN		FR.	SOUTHERN COLO. STATE COLLEGE PUEBLO, COLORADO
WABAUNSEE, ALBERT J. RENO, NEVADA	POTAWATOMI	JR.		GRINNELL COLLEGE GRINNELL, IOWA
WABAUNSEE, CLARICE A. RENO, NEVADA	POTAWATOMI	FR.		OBERLIN COLLEGE OBERLIN, OHIO
WALTERS, JACQUELINE DENVER, COLORADO	ARIKARA		FR.	COLORADO STATE COLLEGE GREELEY, COLORADO
VOCU, GAYLE M. KYLE, SOUTH DAKOTA	SIOUX		FR.	FORT LEWIS COLLEGE DURANGO, COLORADO
WHITE, LISA DENVER, COLORADO	MEXICAN-AMERICAN	FR.	SP.	GEORGE WASHINGTON UNIVERSITY WASHINGTON, D. C.
WHITEPIPE, ELMER GREGORY, SOUTH DAKOTA	SIOUX	JR.		MACALESTER COLLEGE ST. PAUL, MINNESOTA
WHITETREE, REX F. GROVE, OKLAHOMA	SENECA	FR.	SP.	CENTRAL STATE COLLEGE EDMOND, OKLAHOMA
WILCOX, DENNIS LITTLETON, COLORADO	SIOUX		FR.	MESA JUNIOR COLLEGE GRAND JUNCTION, COLORADO
YELLOW WOLF, VERONICA MANDAREE, NORTH DAKOTA	HIDATSA	FR.		DICKINSON STATE TEACHER'S COLLEGE DICKINSON, NORTH DAKOTA
YOUPEE, JOSEPHINE POPLAR, MONTANA	SIOUX	SP.		WESTERN COLLEGE FOR WOMEN OXFORD, OHIO
ZEPHIER, LOREN PINE RIDGE, SOUTH DAKOTA	SIOUX		FR.	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA

III. GRADUATE PROGRAM SCHOLARSHIP GRANTEES

NAME AND ADDRESS	TRIBE	COLLEGE	FIELD OF STUDY
ACOYA, ANDREW ALBUQUERQUE, NEW MEXICO	LAGUNA PUEBLO	MASS. INSTITUTE OF TECHNOLOGY CAMBRIDGE, MASSACHUSETTS	ARCHITECTURE
BAD HEART BULL, AMOS OGLALA, SOUTH DAKOTA	SIOUX	BLACK HILLS STATE COLLEGE SPEARFISH, SOUTH DAKOTA	EDUCATION
BEARKING, LEONARD FT. YATES, NORTH DAKOTA	SIOUX	COLLEGE OF EDUCATION UNIVERSITY OF NEW MEXICO ALBUQUERQUE, NEW MEXICO	EDUCATION
BROWN, GERALD RONAN, MONTANA	FLATHEAD	UNIVERSITY OF LOS ANGELES LAW SCHOOL LOS ANGELES, CALIFORNIA	LAW
COLOMBE, LEONARD RAPID CITY, SOUTH DAKOTA	SIOUX	LOYOLA UNIVERSITY CHICAGO, ILLINOIS	DENTISTRY
CORDOVA, GILBERT LOS ALAMOS, NEW MEXICO	MEXICAN-AMERICAN	UNIVERSITY OF ARIZONA TUCSON, ARIZONA	ANTHROPOLOGY
*CROSSLAND, GEORGE PAWHUSKA, OKLAHOMA	OSAGE	UNIV. OF CHICAGO SCHOOL OF LAW CHICAGO, ILLINOIS	LAW
DEGARMO, ELIVINA BERKELEY, CALIFORNIA	MEXICAN-AMERICAN	UNIVERSITY OF CALIFORNIA BERKELEY, CALIFORNIA	EDUCATIONAL ANTHROPOLOGY
*ESPARSEN, ALBERT FORT COLLINS, COLORADO	MEXICAN-AMERICAN	COLORADO STATE UNIVERSITY FORT COLLINS, COLORADO	OCCUPATIONAL THERAPY
*GARCIA, SALOMON ANTONITO, COLORADO	MEXICAN-AMERICAN	CREIGHTON UNIVERSITY OMAHA, NEBRASKA	MEDICINE
LACLAIR, LEO AUBURN, WASHINGTON	YAKIMA	UNIVERSITY OF LOS ANGELES LAW SCHOOL LOS ANGELES, CALIFORNIA	LAW
LANCE, EVELYN ALBUQUERQUE, NEW MEXICO	LAGUNA PUEBLO	UNIVERSITY OF DENVER DENVER, COLORADO	SOCIAL WORK
*LEWIS, JOHN TUCSON, ARIZONA	PIMA-PAPAGO	UNIVERSITY OF ARIZONA TUCSON, ARIZONA	ANTHROPOLOGY
LOUDNER, GODFREY RAPID CITY, SOUTH DAKOTA	SIOUX	SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY RAPID CITY, SOUTH DAKOTA	MATHEMATICS
LUCERO, JOSEPH TAOS, NEW MEXICO	MEXICAN-AMERICAN	UNIVERSITY OF DENVER DENVER, COLORADO	SOCIAL WORK
MENDEZ, RICHARD LONGMONT, COLORADO	MEXICAN-AMERICAN	COLORADO STATE COLLEGE GREELEY, COLORADO	BOTANY
MISIASZEK, LORRAINE TUMWATER, WASHINGTON	COLVILLE	GONZAGA UNIVERSITY SPOKANE, WASHINGTON	EDUCATION
POND, LELAND POPLAR, MONTANA	SIOUX	UNIV. OF NEW MEXICO LAW SCHOOL ALBUQUERQUE, NEW MEXICO	LAW
RIVERA, JOSEPH RAINSVILLE, NEW MEXICO	MEXICAN-AMERICAN	BRANDEIS UNIVERSITY WALTHAM, MASSACHUSETTS	SOCIAL WELFARE & SOCIOLINGUISTICS
RUSHING, JACK ALBUQUERQUE, NEW MEXICO	CREEK	UNIVERSITY OF TEXAS AUSTIN, TEXAS	LAW
SKYE, FERIAL KESHENA, WISCONSIN	MENOMINEE	UNIVERSITY OF WISCONSIN MADISON, WISCONSIN	PHYSICAL EDUCATION
VAZQUEZ, ALBERT CHICAGO, ILLINOIS	MEXICAN-AMERICAN	UNIVERSITY OF CHICAGO CHICAGO, ILLINOIS	GROUP WORK
*WARE, KENT SCOTTSDALE, ARIZONA	KIOWA	ARIZONA STATE UNIV. LAW SCHOOL TEMPE, ARIZONA	LAW

*1969-70 RENEWAL GRANTEES

IV. SUMMER INDIAN INTERN PROJECT: WASHINGTON, D. C.

NAME	TRIBE	COLLEGE	INTERNSHIP
Ray Abeita	Isleta Pueblo	Univ. New Mexico	Senate Committee on Interior Insular Affairs
Joe Billie, Jr.	Seminole	H.S. Graduate	Office of Education
Anita Brown	Navajo	Graduate	The New Thing
Josefina Carbajal	Tigua	Univ. Corpus Christi	Representative White, Texas
Raymond Cross	Mandan-Hidatsa	Stanford Univ.	Education - BIA
Kenneth Fields	Omaha	Brighton Young Univ.	Civil Rights Commission
Emily Iron Cloud	Sioux	Black Hills State College	Community Development - BIA
Tom Joseph	Shoshoni-Paiute	UCLA	Senator Cranston, Califonria
Kellamay Kelly	Navajo	Westminster College	Representative Hansen, Wash.
Ruth Knight	Ponca-Creek	Oklahoma State Univ.	Office of Education
Vincent Knight	Ponca	Univ. New Mexico Law School	National Housing Law Project
Yvonne Knight	Ponca-Creek	Univ. New Mexico Law School	Office of Education
Manita McKinney	Cheyenne	Southwestern State - Okla.	Community Development - BIA
Wyndham McKinney	Mescalero-Apache	Southwestern State - Okla.	Civil Rights Commission
Alan Matt	Flathead	University Montana	EDA, Dept. of Commerce
Anita Muneta	Navajo	Brigham Young Univ.	Department of Labor
Lili Naranjo	Pueblo-Navajo	Ft. Lewis College	Department of Labor
Margaret Nick	Eskimo	Legal Services, Employed	Senate Subcommittee on Indian Education
Margaret Oberly	Comanche-Osage	Cameron State College	Representative Udall, Arizona
Daniel Peaches	Navajo	Univ. New Mexico Law School	Representative Steiger, Arizona
Verwyn Poafybitty	Comanche	Merritt College	Democratic National Committee
Bryce Poolaw	Kiowa-Delaware	Univ. Oklahoma	Public Health Service
Carol Reed	Crow	Eastern Montana College	EDA, Dept. of Commerce
David Roybal	San Ildefonso Pueblo	Employed, Albuquerque Indian School	Department of Labor
Lester Sandoval	Jicarilla-Apache	Univ. New Mexico Law School	Representative Lujan, New Mex.
Ava Shakespeare	Arapahoe	Southwestern State College Oklahoma	Office of Education
Faith Spotted Eagle	Sioux	Black Hills State College	Senator McGovern, S. Dak.
Elizabeth Whiteman	Crow	Univ. Montana	National Welfare Rights Org.
Russell Mason	Arickara	Black Hills State	Rapid City, S. Dak.
Walter Swan	Sioux	Black Hills State	Rapid City, S. Dak.
Leland Pond	Assiniboine	Law - UCLA	Rocky Boy, Montana

V. SUMMER WORK STUDY PROJECT

NAME	TRIBE	COLLEGE/SCHOOL	ASSIGNMENT
Larry Arnold	Navajo	Yuma Jr. College	Navajo Reservation
Rosemary Beck	Navajo	Northern Arizona Univ.	Navajo Reservation
Gloria Benson	Navajo	Shiprock High School	Navajo Reservation
Michael Benson	Navajo	Wesleyan University	Navajo Reservation
Rosella Burbank	Navajo	Northern Arizona Univ.	Navajo Reservation
Gloria Hale	Navajo	Ft. Lewis College	Navajo Reservation
Cynthia Hubbard	Navajo	University of Arizona	Navajo Reservation
Larry Foster	Navajo	Bacone College	Navajo Reservation
Lorene Bennett	Navajo	Project Director	
Georgeline Brushbreaker	Sioux	Cambridge School of Weston	Rapid City, So. Dakota
Keith Miller	Sioux	St. Paul's School	
Bruce Oakes	Mohawk	Syracuse University	Havre, Montana
Vance Goodiron	Mandan	Boston University Metro College	New Town, North Dakota
Cynthia Baker	Blackfeet	St. Helen's Hall	
Karol Baker	Hidatsa-Mandan	Macalester College	Denver, Colorado
Evelyn Walker	Navajo	Navajo Community College	Encampment for Citizenship New York
Larry Etsitty	Navajo	Northern Arizona Univ.	Encampment for Citizenship Puerto Rico

The following students from Great Falls, Montana, attended the Encampment for Citizenship in Kentucky, Montana, Puerto Rico, and New York:

Peggy Myres	Chippewa Cree	Alice Almarzo	Mexican American
Darryl Brave	Chippewa Cree	Debby Buttslaff	Chippewa Cree
Bobby Gonzales	Mexican American	Janice Champaigne	Chippewa Cree
Machelle Dornovich	Chippewa Cree	Debbie Rearich	Chippewa Cree
Mary Revis	Piegan	Elaine Negron	Mexican American
Judy Daniels	Chippewa Cree	Bill Lavergure	Chippea Cree
Garnet Williams	Chippewa Cree	Vivian Dumont	Assiniboine

APPENDIX II

UNITED SCHOLARSHIP SERVICE, INC.

INCOME STATEMENT FOR THE YEAR
ENDED JUNE 30, 1969

	Amount	Per Cent to Total Income
INCOME		
Carnegie Corp.	50,000	23.3%
Talent Search Program	46,297	21.5
Protestant Episcopal Church	22,500	10.5
Undesignated gifts	29,388	13.7
United Church of Christ	35,000	16.3
United Thank Offering	20,000	9.3
New York Foundation	10,000	4.6
Interest	1,846	.8
	215,031	100.0
EXPENSE		
SALARIES - OFFICERS (Executive director, Associate director, Guidance officer, Development officer, Secretary - field work)	30,928	14.4
SALARIES - Secretarial (Office supervisor, Secretary - Associate director, Secretary - Guidance, Secretary - Development)	11,334	5.3
FEES (Graduate consultant, Legal, audit, Bookkeeping)	4,870	2.3
EMPLOYEE BENEFITS	4,389	2.0
TRAVEL (Board and committees, Staff and consultants)	10,731	5.0
STUDENT SERVICES (Information, Conferences, Leadership honoraria, Family relations, Insurance, Emergency fund.)	11,205	5.2
PLANNING AND DEVELOPMENT (Management - Consultations, Promotion - Fund appeals, Proposal - Presentations, Photography)	2,595	1.2
REPORTS AND RECORDS (Annual report, Evaluation)	950	.4
ADMINISTRATION (Rent, Office supplies, Postage, Telephone, Periodicals, Equipment, Repairs and maintenance, Insurance, Secretarial service, Miscellaneous)	8,783	4.1
CONTINGENCY	414	.2
STUDENT AID	119,052	55.4
Secondary	33,878	15.8
College	44,068	20.5
Graduate and trainee	16,350	7.6
Summer and special	24,756	11.5
TALENT SEARCH PROGRAM	54,000	25.1
Salaries and travel	39,698	18.5
Rent	1,837	.8
Equipment rent - Note 3	791	.4
Office	1,382	.6
Telephone	5,748	2.7
Postage	1,134	.5
Employee benefits	2,080	1.0
Workshops and orientation	1,330	.6
Evaluation		
Total expense	259,251	120.6
Income for the year ended June 30, 1969 - Exhibit A	(44,220)	(20.6)%

UNITED SCHOLARSHIP SERVICE, INC.

BALANCE SHEET

JUNE 30, 1969

ASSETS

OPERATING FUND		
Cash in bank-checking and savings	7,689	
Accounts receivable - Note 1	125	
Total operating Fund		7,814
PROPERTY FUND		
Office equipment - at cost		6,159
		13,973

LIABILITIES AND FUND BALANCES

CURRENT LIABILITIES		
Accounts payable	3,287	
Reserve for 1969 Summer and Specials - Note 2	3,570	
Designated gifts	1,570	
Total current liabilities		8,427
OPERATING FUND		
Balance, July 1, 1968	41,932	
Income for the year ended June 30, 1969 - Exhibit B	(44,220)	
Transfer to capital fund - asset acquisitions	1,675	
Balance, June 30, 1969		(613)
Total operating fund		7,814
PROPERTY FUND		
Balance, July 1, 1968	5,614	
Additions	1,675	
Disposals	(1,130)	
Balance, June 30, 1969		6,159
		13,973

Note 1. The amount of $125 shown as accounts receivalbe represents money disbursed prior to June 30, 1969 for the Summer Indian Internship Program under the Office of Economic Opportunity which is to be administered by United Scholarship Service, Inc. In addition, United Scholarship Service, Inc. was pledged $2,800 from the Board of National Missions of the United Presbyterian Church (received July 10, 1969) and $8,000 from the Bureau of Indian Affairs. We received verification of the pledge of $8,000 from the Bureau of Indian Affairs, but the money had not been received as of the date of this report. United Scholarship Service, Inc. had also disbursed $7,892 for the Talent Search Program in excess of receipts. These amounts will be recorded as receipts when received, an accounting practice consistent with that of preceding years.